DOCUMENT RESUME

ED 211 269 RC 013 073

AUTHOR Blakely, Herbert
TITLE Southeastern South Dakota's Country Schools. Country School Legacy: Humanities on the Frontier.
INSTITUTION Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE 81
NOTE 234p.; For related documents, see RC 013 047-058 and RC 013 070-084. Maps may not reproduce well due to poor print quality.

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Acculturation; Community Centers; Community Schools; Cultural Background; Cultural Influences; Curriculum; Educational Facilities Design; *Educational History; Elementary Secondary Education; Ethnic Groups; Minimum Competencies; *One Teacher Schools; Oral History; *Rural Education; *Rural Schools; School Buildings; School Community Relationship; School Construction; *Small Schools; State History; Teacher Qualifications; Teacher Role; Teacher Salaries
IDENTIFIERS *Country School Legacy Project; Historic Sites; *South Dakota

ABSTRACT

The role of the rural school in southeastern South Dakota from the early days of the frontier to 1981 is examined in this portion of an eight-state research effort to locate and preserve information related to country schools. Three hundred and eleven country schools in 21 southeastern counties are still standing, have been photographed, and are described in field notes and located on country general highway maps included in the report. The varied functions of the school as a community center are described. Teacher salary scales, duties, and qualifications are outlined. Samples of curriculum, courses of study, daily schedules, tests, textbook accession records, and rules of spelling are included. Descriptions of dedicated teachers, community spirit, drive and determination of immigrants, and an atmosphere of friendship and caring are used to illustrate how the schools participated in the Americanization of ethnic groups. Information about the 39 rural schools still operating in southeastern South Dakota during the 1980-81 school year is summarized. Copies of the 1928 final eighth grade examination, required to receive a diploma, the 1927 final seventh grade examination, and the 1872 instructions to teachers in the Dakota Territory are included. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED211269

COUNTRY SCHOOL LEGACY:

Humanities on the Frontier

SOUTHEASTERN SOUTH DAKOTA'S COUNTRY SCHOOLS

by

Herbert Blakely

Associate Professor of History
Madison State College
Madison, South Dakota

1981

Funded by the National Endowment for the Humanities

Sponsored by the Mountain Plains Library Association

RC 013073

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Andrew Gulliford

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Jul 2

COUNTRY SCHOOL LEGACY ADMINISTRATIVE STAFF

Project Director:
Andrew Gulliford
Colorado Mountain College/Silt Elementary School
Silt, Colorado

Media Director:
Randall Teeuwen
Photo America
Fort Collins, Colorado

Exhibits Director:
Berkeley Lobanov
Denver, Colorado

Fiscal Agent:
Joseph Edelen
I. D. Weeks Library
University of South Dakota
Vermillion, South Dakota

COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

The Mountain Plains Library Association is pleased to be involved in this project documenting the country school experience. Funding of this project from the National Endowment for the Humanities, cost sharing and other contributions enabled us all to work with the several state-based Humanities Committees as well as many other state and local libraries, agencies and interested citizens. We are deeply impressed not only by the enthusiasm for this work by all concerned but by the wealth of experience brought to bear in focusing attention on—and recapturing—this important part of history, and how we got here. This project seems to identify many of the roots and "character formation" of our social, political and economic institutions in the West.

Already the main Project objective seems to be met, stimulating library usage and increasing circulation of historical and humanities materials in this region. Public interest is rising in regional, state and local history. Oral history programs are increasing with greater public participation. The study of genealogy—and the search for this information—is causing much interest in consulting—and preserving—historical materials. What has been started here will not end with this project. The immediate results will tour the entire region and be available for any who wish the program, film, and exhibit. There will be more discussion of—and action on—the issues involving the humanities and public policies, past and present. The Mountain Plains Library Association is proud to be a partner in this work, the Country School Legacy, and its contribution to understanding humanities on the frontier.

Joseph J. Anderson
Nevada State Librarian
Past President
Mountain Plains Library Association

COUNTRY SCHOOLS AS HISTORIC SITES IN SOUTHEASTERN SOUTH DAKOTA

A RESEARCH REPORT

by

HERB BLAKELY

COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

A NATIONAL ENDOWMENT FOR THE HUMANITIES GRANT

TO THE

MOUNTAIN PLAINS LIBRARY ASSOCIATION

MARCH, 1981

COUNTRY SCHOOLS AS HISTORIC SITES

Country Schools

by

Mrs. Ralph Bauer

Most old country schools are gone.
They're almost a thing of the past;
But don't let anyone fool you
Their memories will last and last.
Some are demolished and torn down;
Others used for storage and such.
Isn't it a shame and a crime,
When they always stood for so much?
Please awaken and preserve them;
Using them for neighborhood good.
They don't deserve such a fate
When only for good they have stood.
It's wonderful to recall those friendships
That have weathered these many years;
Or aren't there others like me
When I lose a schoolmate, I shed tears?
Now have I my volunteers
On a plan to save the old school;
Or must they all fade away
And people just call me a fool?[1]

Country schools as historic sites is a fascinating topic. The author and his wife traveled the backroads of the twenty-one counties of southeastern South Dakota from late September, 1980 through February, 1981 documenting the existing country schools in these twenty-one counties. The mechanics of this are summarized in the research report Country Schools Today, as the country schools still going were documented, also.

It was found that there were three hundred and eleven country schools still standing in the twenty-one county area. All of the three hundred and eleven schools were photographed and field notes taken on most of them. The field notes consisted of the name of the school, township, county, person the historic site form was left with, and just a few things about the school itself that would help in picture identification. The historic site form was left with a nearby farmer with a self-addressed, stamped envelope with instructions to return the form to the author within a specified period of time. To date the author has received one hundred, seventy-eight site forms of the three hundred and eleven that were left. This is approximately a fifty-seven percent return on the historic site forms. Some counties have a better return on the historic site forms than others. The table on page 3 presents the number of site forms given out and returned for each of the twenty-one counties. The counties are arranged in the table according to geographic location (east to west), not on percentage of site forms returned.

COUNTY	No. of Historic Site Forms Left	No. of Historic Site Forms Returned
Moody	14	9
Minnehaha	20	8
Lincoln	7	7
Union	20	13
Lake	13	13
McCook	16	7
Turner	15	10
Clay	16	9
Minor	4	1
Hanson	6	1
Hutchinson	11	3
Yankton	12	9
Sanborn	13	3
Davison	16	9
Douglas	16	7
Bon Homme	28	15
Jerauld	10	4
Aurora	15	8
Buffalo	7	6
Brule	19	16
Charles Mix	33	20
TOTAL	311	178

(2)

It is the author's belief that more of these historic site forms would be returned if a follow-up attempt was made to contact the individuals who have not yet responded. This

could be done, as the author has the contact person and his phone number (from platt books). However, this would take a considerable amount of time, as the matching would have to be made with the field notes and returned historic site forms. The field notes are not arranged according to county but are arranged as the rural schools were encountered. Sometimes, different parts of a county were done on different trips. Undoubtedly, some historic site forms were not returned because the farmer found it impossible to collect the material asked for and rather than send back a blank or partially completed form, he chose not to send it back at all. The historic site forms returned are generally totally completed.

The author did not have time to make this follow-up attempt. Nor did he have time to travel in any of the counties in the West River area. The three counties that the author was responsible for in the West River area were Lyman, Tripp and Gregory. What was done in these three counties, as well as Jones County, was that the author identified a rancher living close (within two miles) of an existing rural school that showed in the platt books for the county and mailed a historic site form to him, along with a letter explaining the Country School Legacy Project and asking his help by returning the enclosed historic site form filled out for his rural school. Jones County was covered because the platt books for Lyman and Jones County were one and the same. Eighty-one historic site forms were

sent out and eighteen returned. This is a twenty-two percent return. Obviously, the personal contact with the farmer makes a great deal of difference in enlisting his support. Also by requesting this information through the mail, the author was unable to obtain photographs of the standing schools, although a few pictures of their schools were sent in by the ranchers. The return by counties is given in the following table.

COUNTY	No. of Historic Site Forms Mailed	No. of Historic Site Forms Returned
Jones	6	3
Lyman	29	5
Tripp	28	5
Gregory	18	5
TOTAL	81	18

(3)

The author also received twelve completed historic site forms from Stanley County, eight completed historic site forms from Haakon County, and three completed historic site forms from Hughes County.[4] Also, the home school of the author's wife was surveyed in Hamlin County. The total number of historic site forms that were completed and returned to the author is two hundred and twenty. Certainly, this represents a great deal of dedicated work by the individuals involved in filling out these forms. It also exemplifies that many South Dakotans take a great deal of pride in their rural school and are very interested in seeing

that the history of their rural school is preserved. The author is certainly indebted to these individuals who gave so much of their time and energy to oversee the successful completion of the historic site form for their rural school.

In the research report on Country Schools Today the author describes the nine preserved rural schools that he came across. Since that report was written, a tenth and eleventh preserved school have come to the author's attention. One is the Grinde School District #52 which was located near Colton, SD. It has been moved to the W. H. Lyon Fairgrounds in Sioux Falls and restored with the typical furnishings for a rural school. It is open to the public during the Sioux Empire Fair in August of each year, plus school children are taken through it during the spring of each year by special arrangements. The school was built in 1887 and operated for forty years. When it opened in 1887, it was the largest and best-equipped school in Minnehaha County.[5] The other preserved school is located in Vermillion and will be discussed later in this report.

In the research report on Country Schools Today it was mentioned that there is some controversy about what is considered to be the oldest school in Dakota Territory.

Walter Ludeman, in his award winning thesis (Beadle prize-1923) "Studies in the History of Public Education in South Dakota," states: "There were several attempts to found schools in Dakota Territory previous to the provision for public schools by the first legislature in 1862. The first school of which any record remains was held at the garrison of Old Fort Randall

in the winter of 1857 and was taught by a relative of Captain J. B. S. Todd (prominent land speculator in early Dakota Territory). Even earlier schools are reported in connection with missionary work done by such men as Father DeSmet, Rev. Stephen R. Riggs and others. It should be noted that all of these attempts to give education a start in Dakota are found in the southern part of the Territory. Little reference is paid to that section now known as North Dakota, which leaves the impression that no early efforts were made to found schools there. Several explanations may account for this. Settlement came at a later date in the north than in the south half of the Territory due to the fact that railroad communications naturally turned immigration toward Sioux City and, hence, northward to Dakota's southern section, instead of overland from Minneapolis into the upper part. The earlier development of schools in the lower half of the Territory can partially be attributed to the attitude of the Indian tribes. Little difficulty was found by early settlers in becoming friendly with the Yankton tribe of the Sioux, and treaties were soon formed which led to settlement."[6]

Jane Boorman, writing in connection with Dakota Territorial Centennial in 1961, definitely states that the first school in Dakota Territory was at Pembina in 1818. Pembina is on the Dakota northern border just across the line from Manitoba. She writes that, like many early schools, it had

a religious background. Thomas Douglas, Earl of Selkink, established a colony of some 270 settlers in the Red River Valley. In 1818 the colony moved south to what is now Pembina. The school was established in connection with the Roman Catholic mission. The school was under the direction of William Edge and had sixty pupils by January of 1819.[7]

The first public school was built in the spring of 1860 in Bon Homme County. The school building was a log structure, fourteen by fifteen feet, with a dirt floor and only one window, the interior was covered with frontier plaster. The desks were made from the lumber in a discarded wagon box and the seats were three-legged stools.[8]

One of the real old-time settlers in the Bon Homme area gives the following description of this first school:

"Our family, in company with a number of others, arrived in Bon Homme about November 12, 1859. Shortly after we were settled, Mr. D. P. Bradford came and built a house for his family who were then living in Sioux City. His family came to Bon Homme on the first boat in the spring of 1860, probably the latter part of April or the first of May.

The first schoolhouse was built after they came, and it was a primitive affair. It did not take long to build. Within two weeks of the arrival of the Bradfords, Miss Emma Bradford, second daughter of D. P. Bradford, about sixteen years of age, was installed as teacher. She taught a three-

months' term of school. There were ten pupils as follows: John and Anna Bradford, Melissa, John and Ira Brown, and George McDaniels. Miss Emma Bradford returned to Sioux City in the fall of 1860 to continue her studies in the schools of that place.

In 1861, there was a good deal of building and improvement in the town, but there was no school for lack of a teacher. In 1862, at the time of the Indian trouble, we had what we considered a fine new schoolhouse, built by Mr. Shober at his own expense...in that building we never held school.

The people all went to Yankton that year (1862) and fortified themselves against the Indians. When the scare was over, very few of them returned, some going back to their old homes in the East and a few settling in Iowa. We returned to Bon Homme and in the spring of 1864 my mother bought from Mr. Shober this new schoolhouse."[9] The present replica is discussed in the Country Schools Today research report.

The first permanent school building in Dakota Territory was build in 1864, at the foot of "Ravine Hill" in Vermillion. This building was made of logs. It was sixteen feet by twenty feet with walls about eight feet high.[10] A replica of this building is now in Vermillion and serves as the DAR Log Schoolhouse Museum.[11]

There has been much controversy over the years as to which was the first school in Dakota Territory. The author

believes that the first school was at Pembina on the Dakota side near the Canadian border. The first public school was at Bon Homme in the summer of 1860. The first permanent school building was in Vermillion. Doane Robinson, former Secretary of the State Historical Society, after a thorough investigation, has declared that the first building built for school purposes in Dakota Territory was the log school built by the pioneers of Bon Homme.[12]

What was the typical rural school like in the southeastern part of the state? This depended on the area the school was found in (more cupolas in southeastern corner of the state) and the time period covered. There were essentially two basic plans for the schools, depending on the time period built. Examples of each are described at this time.

The earlier school to have been chosen as being typical is the Benton Township of McCook County. It is located one-half mile south and two east of Spencer, SD on Highway Thirty-eight. It was built in early 1880 and closed in 1922. It was a one room school measuring approximately twenty-four by thirty-six. It had two windows on each side (now boarded up) with four panes per window. The front entrance had one door with no windows, measuring about six by eight. There was no bell tower or cupola. Many of the schools, even the later ones, did not have a bell tower or cupola, except in Turner, Clay and Yankton Counties. It has a shingled slanting roof. There were no trees around it. A lot of the

earlier schools had no trees at all. The color was white, as were the vast majority. There is one red school house in Yankton County and one green one in McCook County plus a few more, and that is the extent of the exotic colors. The author did not venture inside, as it was locked. However, there are quire a number of school houses unlocked and, of course, several in very bad repair, so you can just look inside. This school is still used for township voting so there are still desks and benches inside.

The other rural school to have been chosen to describe as typical of the later period is the Webster School, located in Palatine Township in Aurora County. It is located five miles east and four miles north of Plankinton, SD. It was constructed in 1918 from a plan book. The school closed in 1940. It had two small windows on one side and a number of windows on the other side. The historic site form states that there were sixteen windows in all. The size was thirty-two by twenty-four feet. It definitely had more of a box-like appearance. There was only one classroom. Of all the schools the author has checked, there are only ten that are more than one classroom. There is a front entry with one window. The entry size is about eight by ten. There is one door into the entry way and another into the school. This is very common. There is no bell tower, nor is there a cupola. It has a shingled slanting roof in good shape. The school is painted

white. The author was not inside of this school either. However, it is still used as a voting place so there are some seats, blackboard and coal stove inside. This school is in good condition. The Benton School and Webster School typify the rural schools that are found in the southeastern one-third of South Dakota.[13]

What was it like inside of a typical one-room rural school? This depended upon the time period encountered and the area it was found in. In the southern counties of southeastern South Dakota there are a few schools that have two doors to the outside. This will be described later. Of course, the smaller the school, the less room inside. Marian Cramer, in a paper presented at the Twelfth Annual Dakota History Conference, gives a detailed description of the inside of Shady Lawn School, Spirit Lake #8, Kingsbury County. The date for the construction of the school was 1882. The school was closed in 1968.

"It is a low, white wooden building with a shingle roof. The front door is to the east with four windows on both the north and south side. An entry with a four foot coal shed to one side is on the east end of the building. Within the main room a cloak room has been partitioned off. In this cloak room the water cooler was kept with a single dipper hanging beside and the wash basin on an orange crate stand. This was in addition to the coat hooks marching across the wall. The dinner buckets could be neatly lined up beneath. The original dimensions were 28 x 18. Sometime

in the early 1900's a 10 foot addition expanded the building to 38 x 18.

In the school room proper the stove stands in the corner. Across the front of the school house are slate blackboards. There is one slate blackboard on each side between the windows. This school house could hold twenty desks quite comfortably and more than thirty have been crammed into its space. In the front of the room is the teacher's desk. Pictures of Lincoln and Washington are on the front wall with a case of pull-down maps between. A pull-down globe is in the corner of the room. Several book-cases line the wall, holding dictionaries, encyclopedias and textbooks.

The equipment such as the maps, the large globe and the newer bookcases were not original with the school but the rest stands as it was.... It was simple, functional and as comfortable as the settlers' own houses, which was warm close to the stove, chilly six feet away and freezing in the corners.... There were, of course, small variations in the arrangement of the room and the direction that the school faced but it was the accepted architectural style, sometimes referred to as cylinder, for the early Dakota school."[14]

The Lapour School District #65 in Gregory County was built in 1918 and was in use for forty-five years. The size of the building is thirty-four feet long, twenty feet wide, twenty feet tall and twelve feet tall inside. It has six large (two pane) windows and one small (two pane) window on

the east with three small (two pane) windows on the west. The building was made of wood and painted white. The following description of the interior is very interesting.

"This school sits north and south on the school yard. There is a small porch on the north side; you enter through a door opening on the east. Then there is a door you go through into a center hall. During rainy, snow and cold weather, the overshoes were left there or in the porch. From the center hall there is a door on the right leading to another hall which was used by the teacher and the girls to hang their coats, caps, etc. The girls' lunch pails were left in there; usually the teacher put her lunch in her desk. From there a door at the south side of this hall leads into the classroom. Also, from the center hall on the left was the hall where the boys' coats and caps were hung and their lunch pails were left in there. From the south side of this hall a door leads into the classroom.

On the north side of the classroom there were two bookcases built in the wall with glass doors. This was where extra books and supplies were stored. Below each bookcase was a small cupboard with wood doors. In one the kerosene was stored; this was used for starting the fire. The other was used to store cleaning supplies.

Near the west wall to the north end of the classroom was where the stove set and near the east wall to the north side of the classroom is where a bench sat with a wash pan and a pail of water. A dipper was used to fill water glasses; each

student had their own glass with their name on it. Sometimes during the warm months this bench was moved into the boys' hall. Then a standing bookcase was placed where the wash bench had been. There were four rows of desks facing south; as the number of students decreased, only two rows were used. The extra desks were stored away, some in the halls and some of the double desks were used as recitation benches.

The teacher's desk was located near the south wall and in the center of the classroom. On the south wall were slate blackboards and part of the west wall had blackboards; however, these were poorer quality. A bulletin board was on the west wall, too.... We were sorry to see the school close but we ran out of students."[15]

At this time it is appropriate to summarize the location of existing schools by counties and also develop a short summary of the rural schools in each county obtained from the historic site forms that were returned. It should be pointed out that the three hundred and eleven rural schools still standing in the twenty-one southeastern counties are subject to change daily. The author came across one school in northern Douglas County (Markus School) that was on big timbers pulled by a truck ready to be moved out in the morning.[16] The Faulk - Johnson School in Brule County was in the process of being torn down when the author and his wife took pictures of it,[17] as was Long Lake rural school in Jerauld County.[18] The brick school that Mr. Gulliford and Mr. Teeuwen took pictures of last summer south of Freeman has been

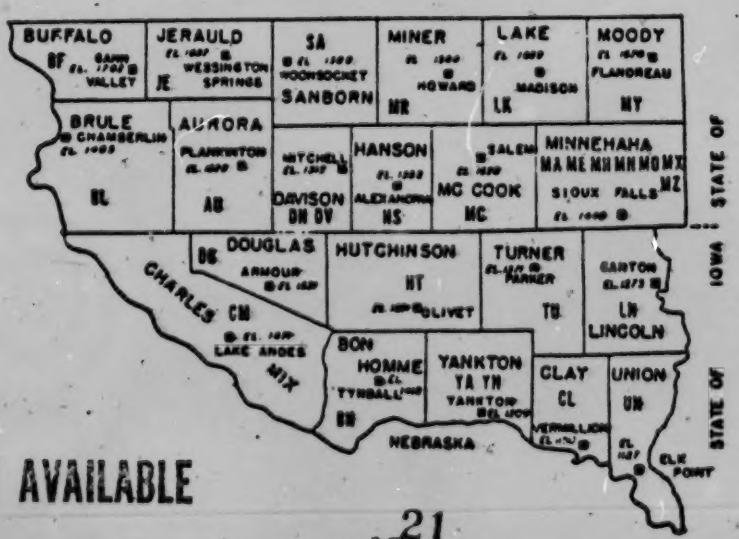
dismantled.[19] The abandonment of rural schools, their alternative uses, and the more likely preservation of abandoned rural schools in the counties that border the Missouri River have been discussed in the research report on Country Schools Today and so no discussion of these topics needs to be made here.

These existing rural schools in each county in the southeastern part of the state are located on a general highway map for the county which has been reduced to fit on an 8½ x 11 page. These schools are accurately located on the appropriate mile line in the county. They are also accurately located in the middle of the mile line or in the corner. They are also placed on the appropriate side of the road. This was done by working from the platt books for each county and then locating the appropriate mile line on the county highway map. The county highway maps used are taken from a South Dakota State Atlas.[20] The marker for the schools is out of proportion to the existing map marking. This was done on purpose to accentuate the rural schools. It should also be pointed out that if one looks on the county highway maps very closely, he might see , the symbol for schoolhouses. If this symbol is visible, it means that the school at that particular location no longer exists. The symbols for the schoolhouses were covered by the big dot on the map if the school was still standing.

In the early days, a rural school could be found approximately every two miles.[21] In a few cases the rural schools

are still standing every two miles apart. Around Academy in Charles Mix County and just south of Red Lake in Brule County, there are two rural schools standing side by side.[22] Undoubtedly, this is the old school and the newer school. At one time both of the Red Lake Schools were operating.[23]

The counties in this report will be organized geographically from east to west, starting with the counties along the Minnesota-Iowa border and concluding with the counties along the Missouri River. No attempt is made to summarize the material obtained from the counties west of the Missouri River other than what has previously been mentioned. A general map of the southeastern counties will give the reader some idea of the location of the respective counties. In the summary of the types of buildings still standing the author used the historic site forms that were returned. A brief general summary for the county is included such as the date built, type of material, size and shape of the building, and whether cupola or bell tower was present. Each individual school is not dealt with separately.



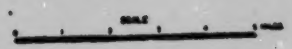
BEST COPY AVAILABLE

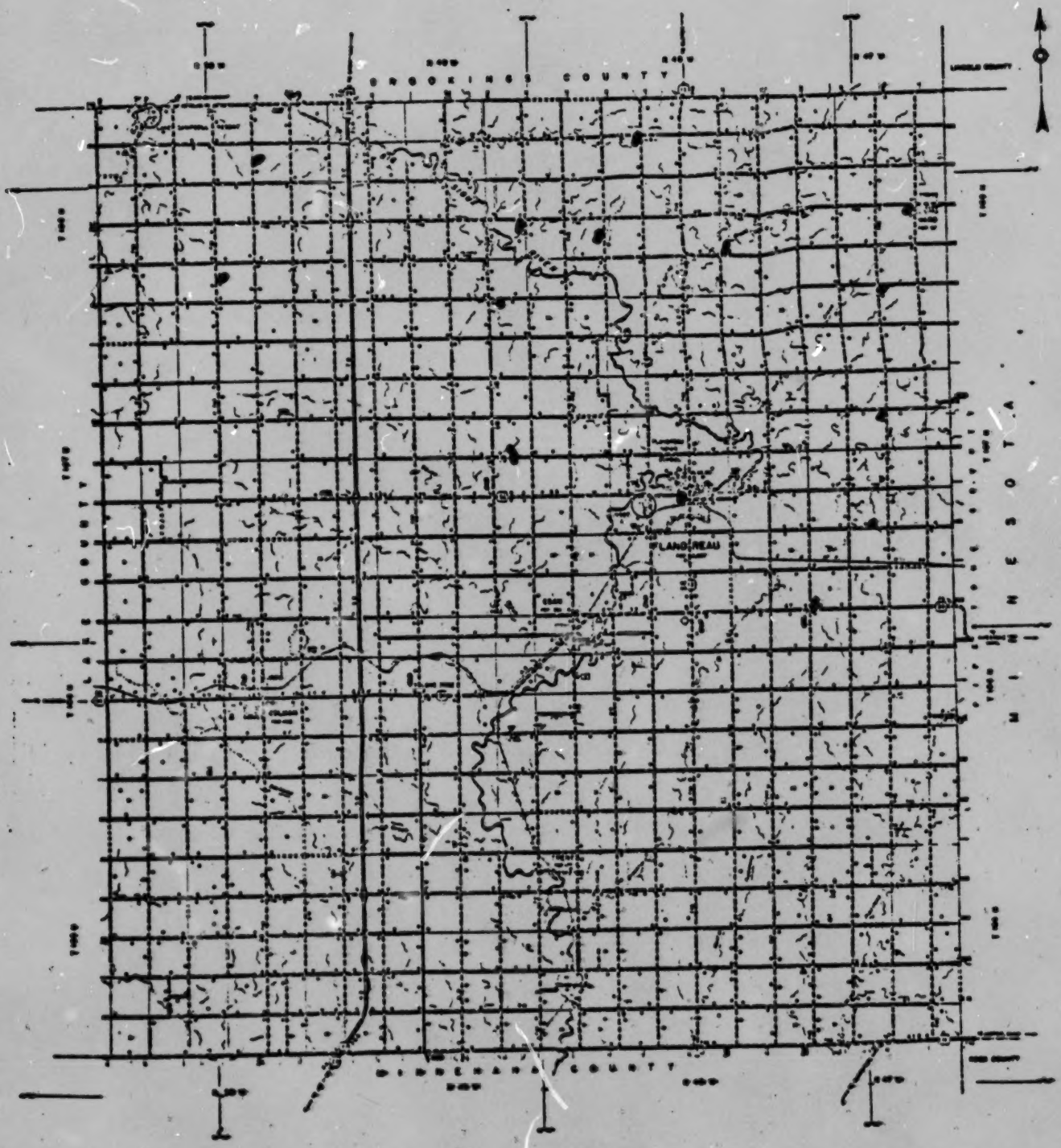
(24)

GENERAL HIGHWAY MAP

MOODY COUNTY

SOUTH DAKOTA





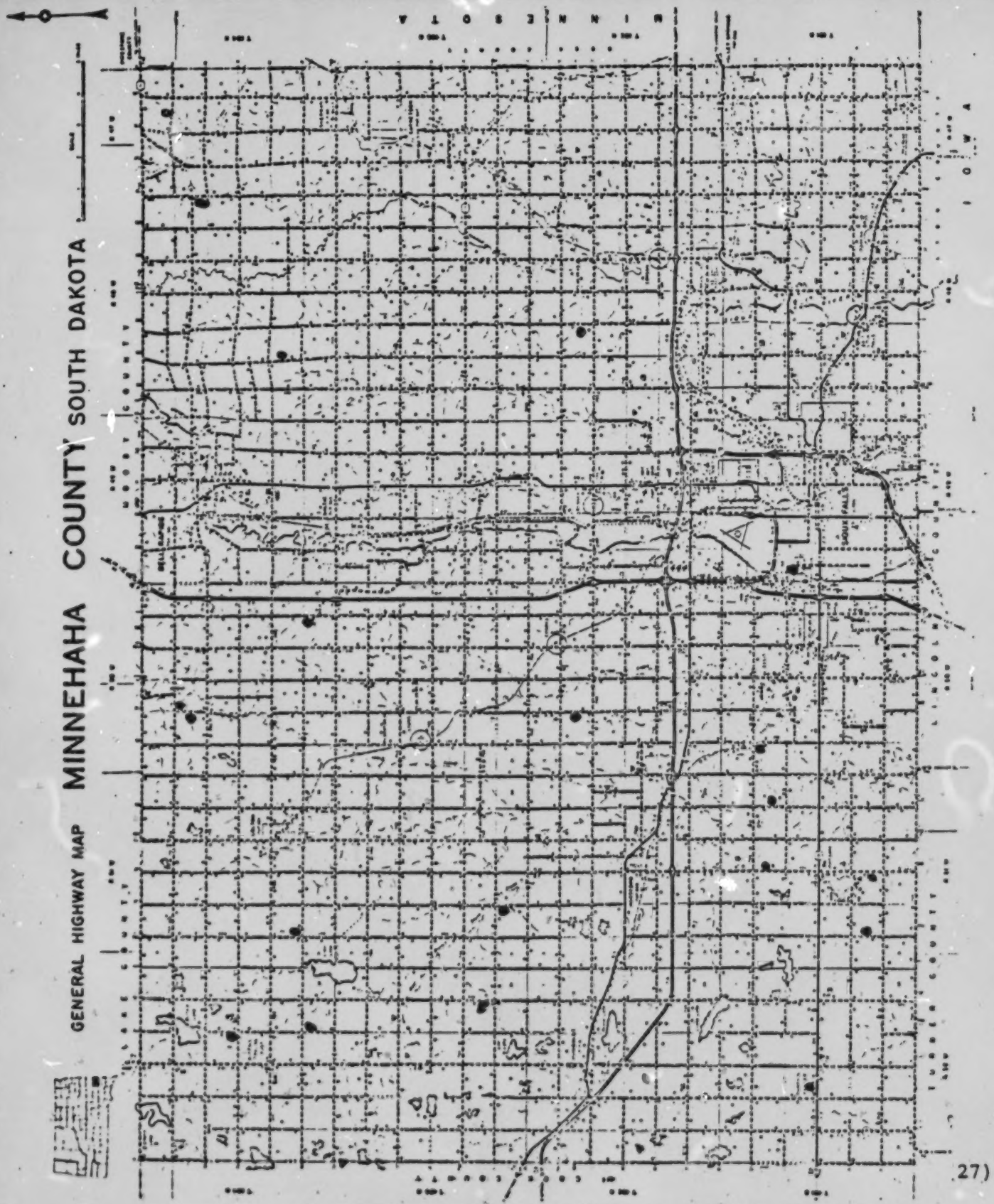
(25)

● Location of existing rural schoolhouses. Total 14--9 historic site forms were returned.

BEST COPY AVAILABLE

In Moody County there are fourteen rural schools still standing (see map on page 18). They are all located in the northern one-half of the county. The Jones school that has been moved into Flandreau is the only stucco school. This school has been maintained with the original furnishings inside. This is a small school, rectangular in nature. Four of the schools that have historic site forms returned for them are brick in construction. These four schools are all of the box-type ranging from 30'x30' to 32'x32'. They date from the 1920's. The other four schools are wood construction; three of these are rectangular in nature ranging from 20'x40' to 20'x30'. These date from an earlier period--1885 to 1904. The Ward School (outside of the town of Ward) is a large box school of wood dating from 1914. Only one school has a cupola and only one school has a bell tower. All the schools have only one door from the outside.[26]

There are twenty existing rural school houses in Minnehaha County (see map on page 20). As one can see from the county map, most of them are located in the western one-half of the county. A number of these are being converted to other uses, namely, houses or garages. Minnehaha County has more of these conversions than the other counties summarized. There were eight historic site forms returned for this county. The Grinde School has been moved to the W. H. Lyon Fairgrounds and restored as previously mentioned. There are two brick schoolhouses, both dating from the 1920's. They are box-type, measuring approximately 30'x30'. There are two



27)

● Location of existing rural schoolhouses. Total 20--8 historic site forms returned.

24 BEST COPY AVAILABLE

big wood box-type schools, also 30'x30', that were built in 1936. The other schools are smaller, averaging 17'x28' and dating from the 1880's to 1904. All of the wooden schoolhouses are painted white. There is a bell tower in four of the eight schoolhouses. One of the rectangular schools (1904) has two doors from the outside; all the rest have one entryway.[28]

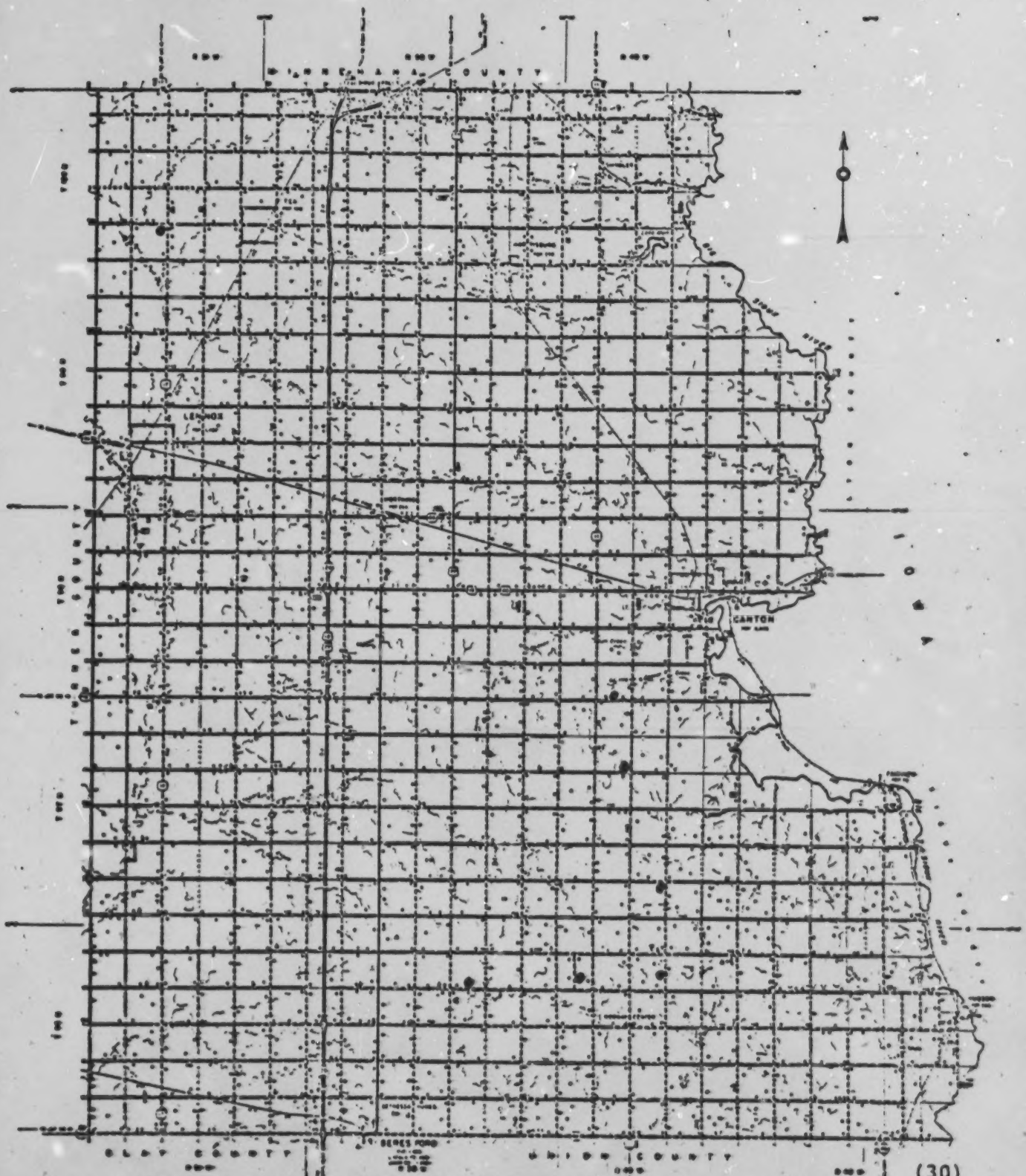
There are seven existing rural schools in Lincoln County (see map on page 22). The historic site forms for all seven of these schools have been returned. Six of the seven schools are located in the southeastern part of the county. All of those schools are built of wood and all are painted white. Five of the seven are rectangular in design, ranging from 15'x35' to 20'x60'. These date from the 1890's through the teens. Two are box-type measuring 30'x30', one dating from the 1890's and the other 1916. Two of the seven have bell towers.[29]

Union County has twenty existing rural schoolhouses (see map on page 23). They are fairly evenly distributed throughout the county. There were thirteen historic site forms returned for this county. Many rural schools in this corner of the state did not close their doors until the late 1960's or early 1970's. (See the report on County Schools Today.) Consequently, this is undoubtedly the reason there is a relatively large number of rural schools still standing today. The Brule School, located about ten miles south of Beresford, is still operating today. It is part of the

GENERAL HIGHWAY MAP

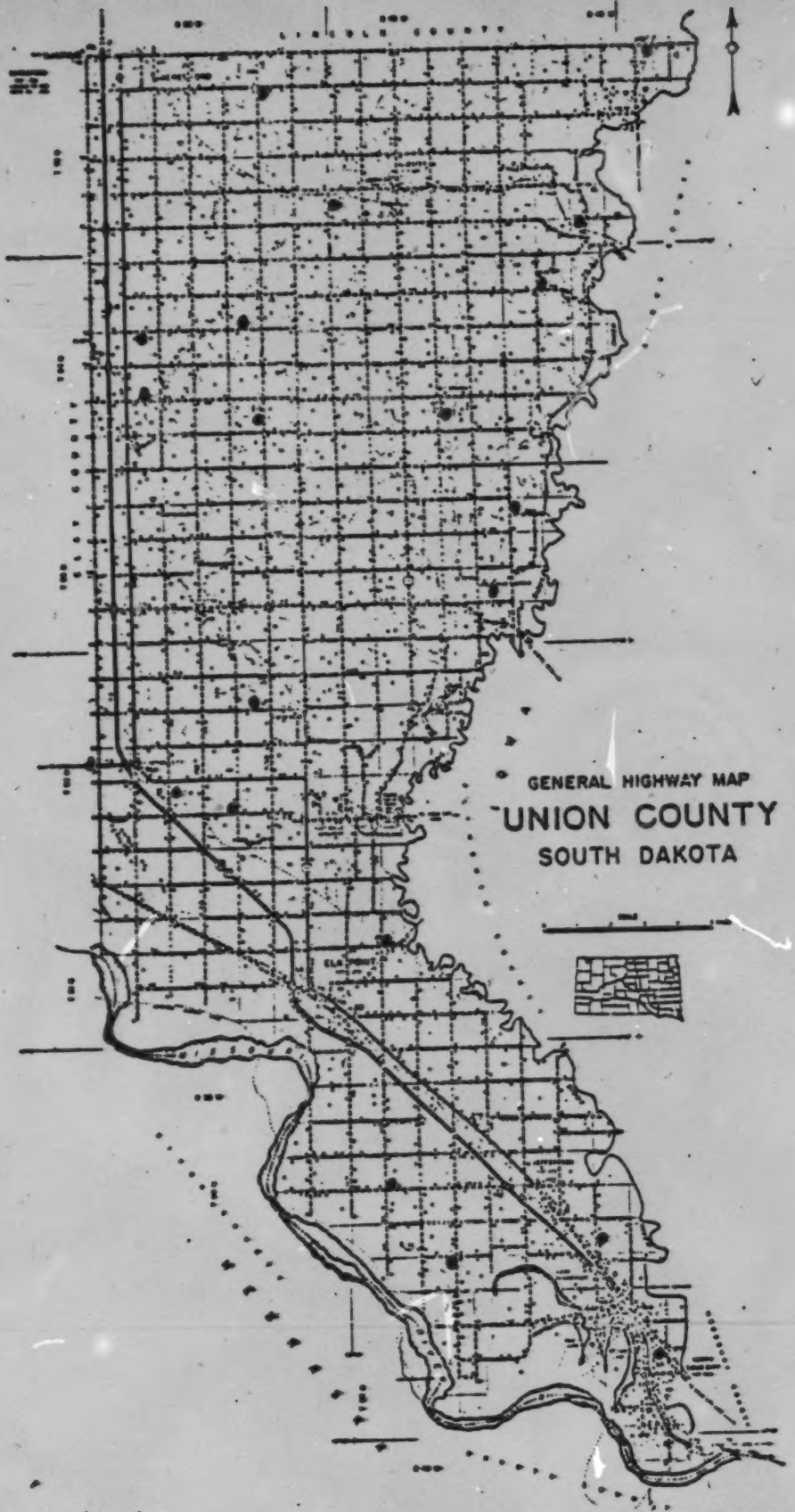
LINCOLN COUNTY

SOUTH DAKOTA



●Location of existing schoolhouses. Total 7--7 historic site forms returned.

26 BEST COPY AVAILABLE



(31)

Location of existing schoolhouses. Total 20--13 historic site forms returned.

BEST COPY AVAILABLE

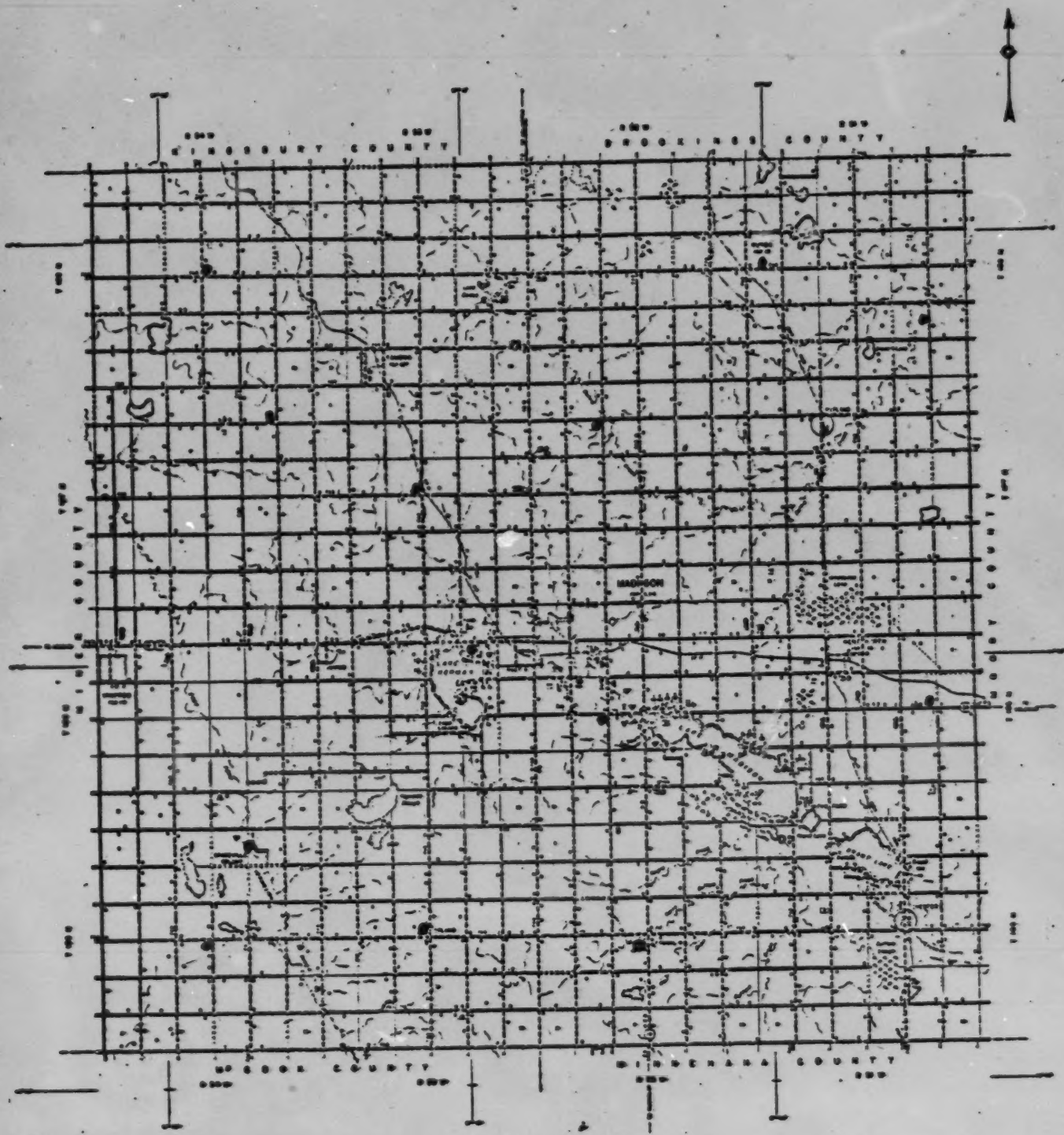
Beresford School District. Two of the thirteen schools were constructed of brick. They are both the box-type measuring about 30'x30'. They were constructed in 1928 and 1932. One school is made entirely of cement with tin trim. It measures 32'x40' and was constructed in the 1920's. The rest of the schools are wood with all but one of them of the box-type design. They were constructed in the 1920's and 1930's. One school is rectangular, measuring 20'x30' and was constructed in 1901. There is one big box school, 40'x40', that has two classrooms in it and three doors for the outside. All the rest have just one entrance from the outside. There are three bell towers and two cupolas. The rest of the schools have neither a bell tower nor cupola. Most of the schools in Union County are in very good repair.[32]

Lake County has thirteen existing schoolhouses (see map on page 25). They are evenly distributed throughout the county. The Graceville Hutterite Colony school has been discussed in the research report on ethnic groups. It should be noted that this building also serves as their church. There are two large brick buildings that were consolidated rural schools--Franklin and Orland. They each measure about 64'x72'. The Franklin School is still operating as part of the Chester District, while the Orland School closed in 1967. Only in one other county (Aurora) were two rural high schools found. There is one other brick schoolhouse. It measures 24'x24' and was built in 1936. All the other schools are of wood construction. Seven are the box-type, measuring 30'x30'. Usually these

GENERAL HIGHWAY MAP

LAKE COUNTY

SOUTH DAKOTA



29

(33)

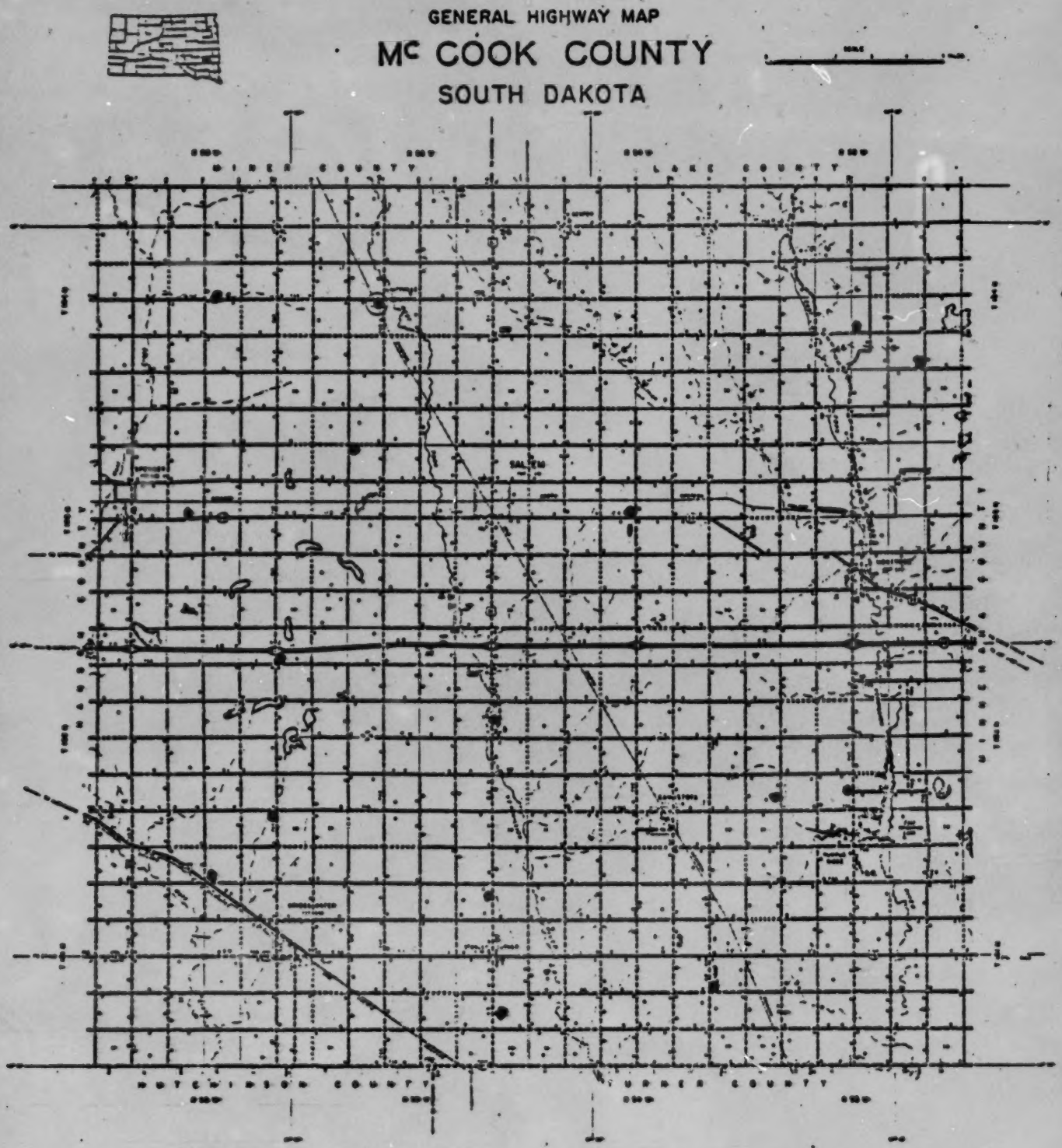
● Location of existing schoolhouses. Total 13--13 historic site forms returned.

BEST COPY AVAILABLE

schools were built during the 1920's and 1930's. There is one little box-type measuring 24'x24'. There are three schools that date from the turn of the century that are rectangular in shape and measuring approximately 14'x24'. Three of the schools have bell towers and one has a cupola. There is one restored school at Prairie Village that was moved in from the Nunda area. There was a one-hundred percent return on the historic site forms for Lake County.[34]

McCook County has sixteen existing rural schoolhouses (see map on page 27). They are fairly evenly distributed throughout the county with a few more to the western side. There were seven historic site forms returned for this county. The Benton school, located east of Spencer, is described in this research report as exemplifying the earlier typical school. The rectangular pattern of schools is followed completely in McCook County, with sizes ranging from 20'x24' to 22'x34'. All of the schools were built in the earlier period from the 1880's to teens. All of the schools are of wood. One school is painted light green. This is very unusual, as there are only a very few wood schools in the twenty-one counties that are not painted white. One school has a bell tower.[35]

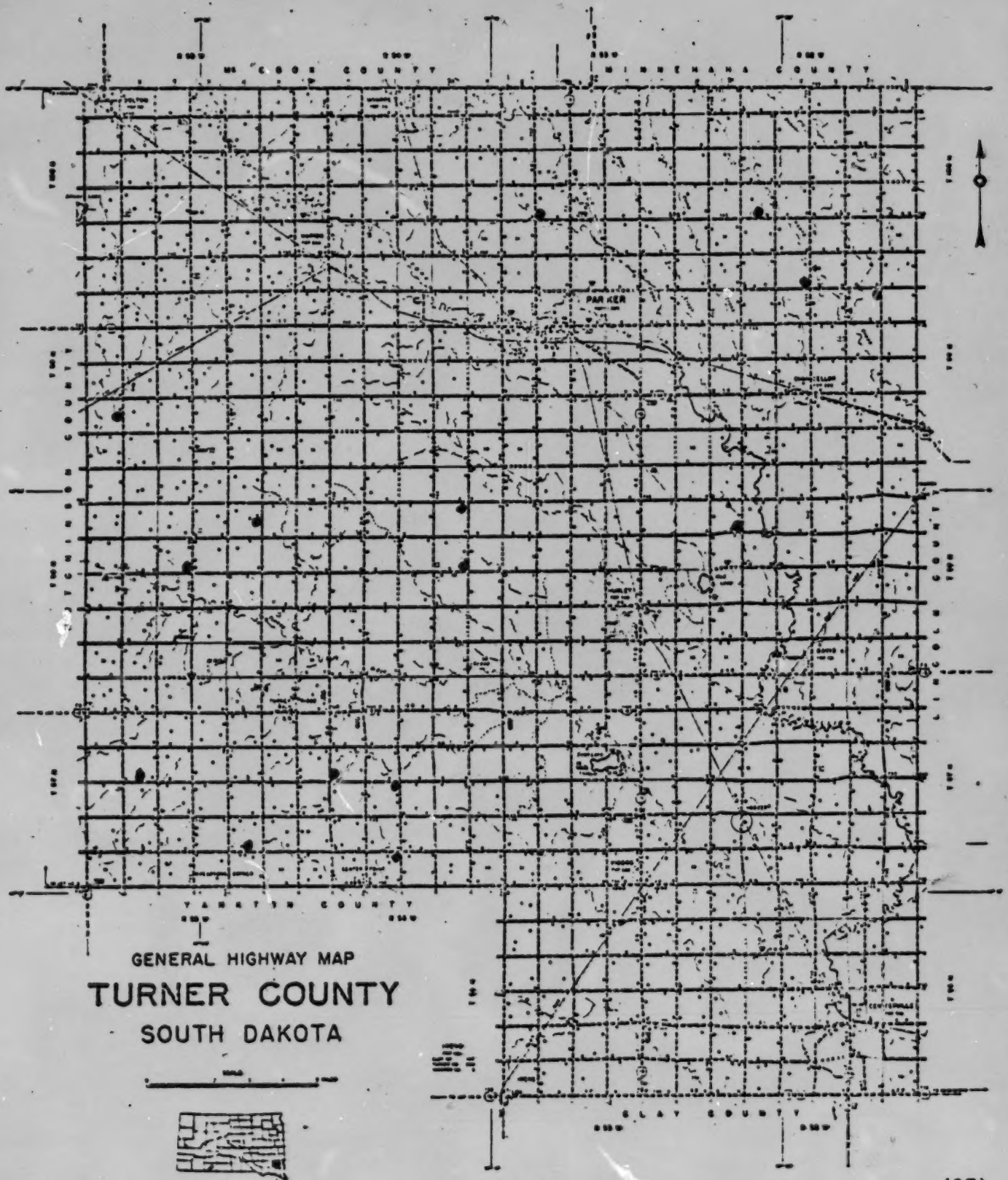
Turner County has fifteen existing rural schoolhouses (see map on page 28). Most of them are in the southwest corner of the county with some in the northeast corner. There are no existing schoolhouses in the northwest corner or in the southeast corner of the county. There were ten historic site forms returned for Turner County. There is



(36)

● Location of existing schoolhouses. Total 16--7 historic site forms returned.

BEST COPY AVAILABLE



GENERAL HIGHWAY MAP

TURNER COUNTY

SOUTH DAKOTA

(37)

● Location of existing schoolhouses. Total 15--10 historic site forms returned.

BEST COPY AVAILABLE

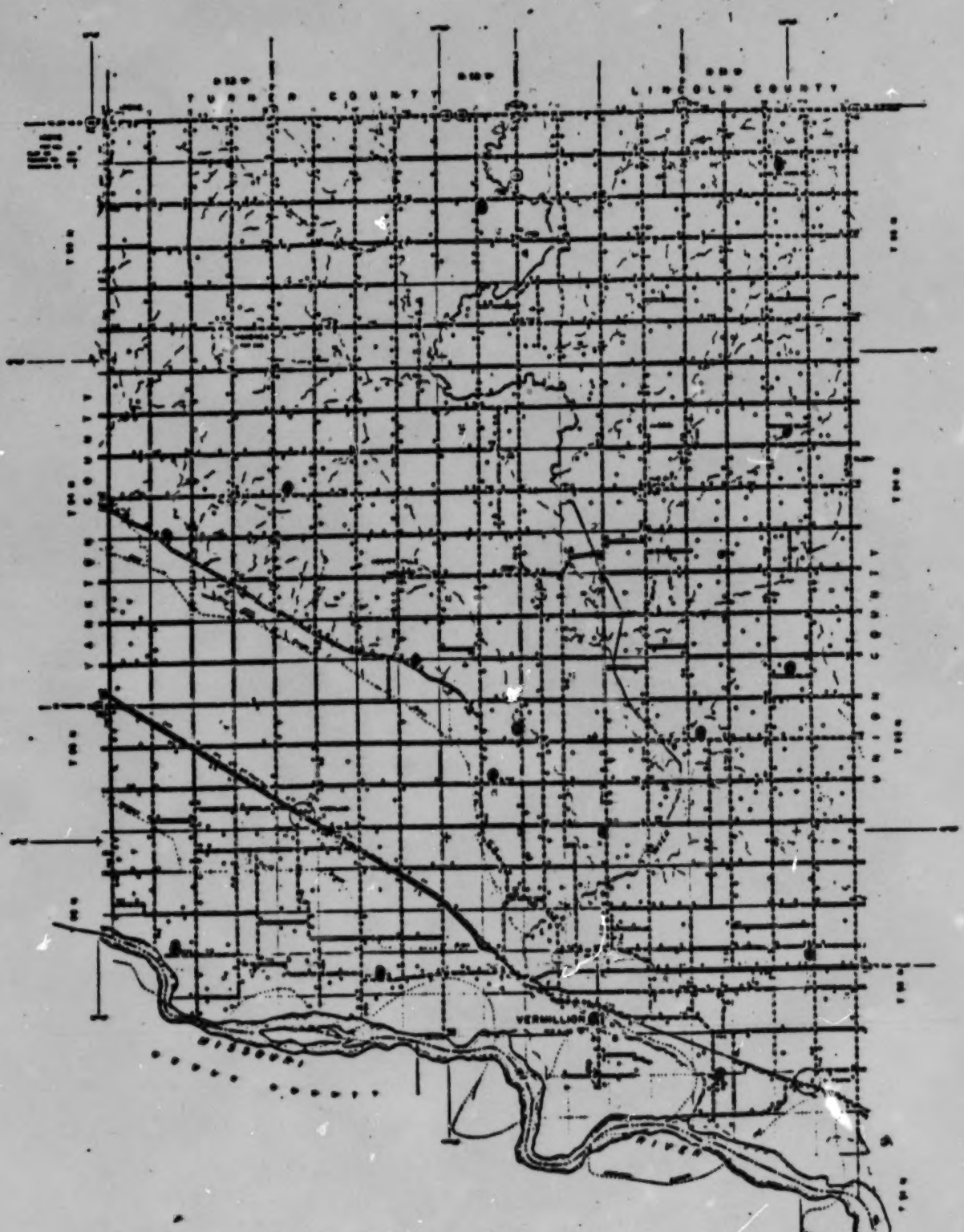
one brick schoolhouse built in 1919 measuring 28'x28'. There are two stucco schoolhouses. One is very big, measuring 40'x40' and the other measures 28'x28'. Nine of the ten are of the box-type and these were all built in the teens and twenties. There is one rectangular one measuring 22'x32' built in 1914. Nine of the ten schoolhouses have bell towers. The other schoolhouse had the bell on posts outside of the school. The 40'x40' schoolhouse had two entrances but only one classroom. Turner County has a great percentage of their schools with bell towers.[38]

Clay County has sixteen existing schoolhouses, most of them situated in the southern one-half of the county (see map on page 30). There were nine returned historic site forms for Clay County. Earlier in this research report the author referred to the schoolhouse built in Vermillion as the first permanent school building in Dakota Territory. The replica of this building is in Vermillion and serves as the DAR Log Schoolhouse Museum. The author did not include this in his research data on preserved country schools in his Country Schools Today report because he was not aware of this at that time. All of the rural schools summarized by the historic site forms were of wood construction. Six of the nine had bell towers. Three of them had two doors to the outside. One of these was a very big school measuring 44'x36' and built in 1915. This school had two classrooms. Only two schools were of the box-type measuring 40'x40' and 32'x32'. The 40'x40' school was built in the 1890's and the 32'x32'

GENERAL HIGHWAY MAP

CLAY COUNTY

SOUTH DAKOTA



(39)

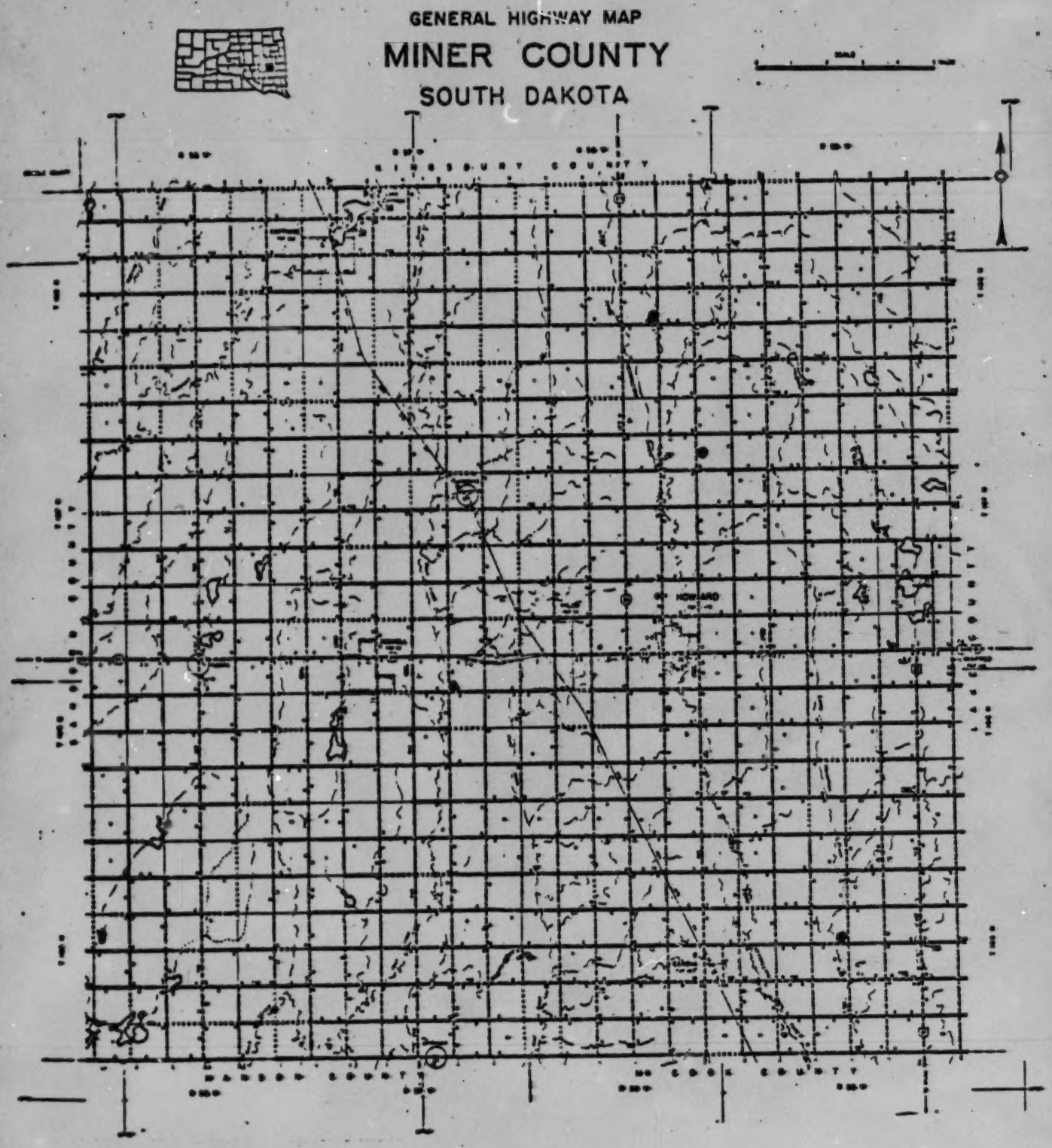
● Location of existing schoolhouses. Total 16--9 historic site forms returned.

34 BEST COPY AVAILABLE

in 1935. The other schools were rectangular in shape, ranging from 16'x26' to 24'x40'. These rectangular schools were built from the 1890's to 1920. Clay County seems to be one of the few counties that constructed rectangular schools during the teens.[40]

Minor County only has four existing schoolhouses (see map on page 32). This is the least of any of the twenty-one counties surveyed. One of the schools is the Cloverleaf Colony school previously mentioned. The author only received one historic site form from Miner County. This school (Gromstack School) is located north and east of Howard. It was built in 1937 and measured 24'x26'. It was made of wood with no bell tower or cupola.[41] The author does not know the reason why there are so few existing rural school buildings in Minor County.

Hanson County has only six existing rural schoolhouses (see map on page 33). Two are Hutterite colony schools (Rosedale and Rockport) that are part of the Mitchell School District. Only one historic site form was returned for Hanson County, this being the one for the Plano School, located in the northwest corner of the county. This Plano School was a consolidated rural high school. It operated from 1915 to 1967. It was a brick school with seven classrooms. It had a teacherage close by, one of the few the author found in his research. Today it is part of the Mitchell Vocational School. It has a quonset gymnasium (added in 1962) and the school and gymnasium are in very good repair.[42]



(43)

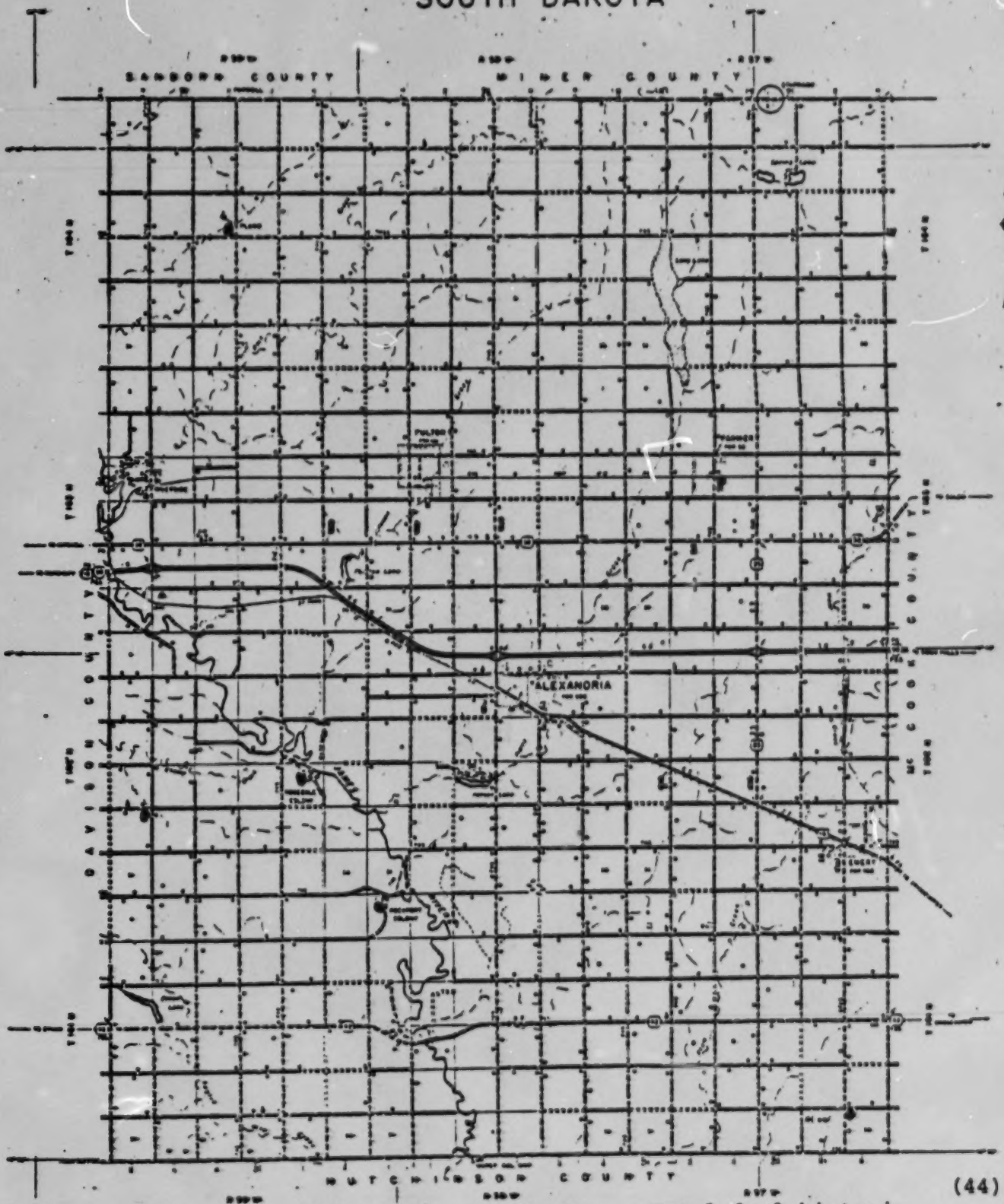
● Location of existing schoolhouses. Total 4--1 historic site form returned.

BEST COPY AVAILABLE

GENERAL HIGHWAY MAP

HANSON COUNTY

SOUTH DAKOTA



(44)

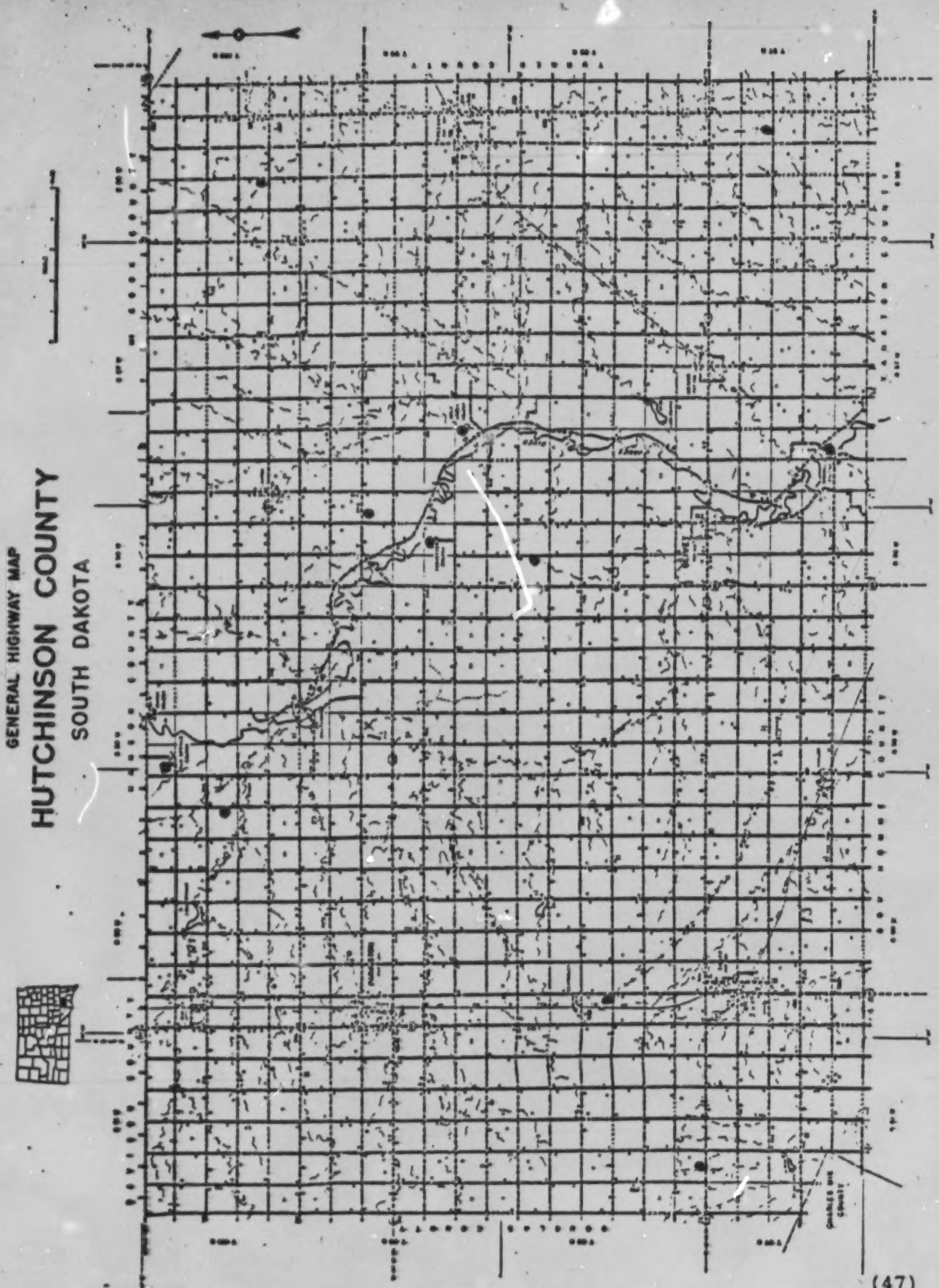
● Location of existing schoolhouses. Total 6--1 historic site form returned.

BEST COPY AVAILABLE

Hutchinson County has eleven existing schoolhouses (see map on page 35). Four of these are connected with Hutterite Colonies--Elm Springs, Tschetter, Wolf Creek and Maxwell. Three historic site forms were returned from Hutchinson County. All three rural schools were of wood construction, all box-type and constructed between 1918 and 1937. None of the schools had a bell tower or cupola.[45] For the size of the county, Hutchinson does not have many rural schools remaining.

Yankton County has twelve existing schoolhouses (see map on page 36). Most of them are located in the northern one-half of the county. There were nine historic site forms returned. The information on the historic site forms was more incomplete than most of the other counties so it is hard to get an overall picture of the existing schools. From the information that is available, it seems that the majority of schools were of the rectangular shape, ranging in size from 18'x22' to 40'x32'. Seven of the nine schoolhouses had bell towers. Eight were constructed of wood. There was one concrete building that had three classrooms. A rural high school operated here from 1913 to 1945. The ninth, tenth and eleventh grades were taught. Yankton County has one Hutterite Colony school (Jamesville) which is part of the Menno School District.[46]

Sanborn County has thirteen existing rural schoolhouses (see map on page 37). They are evenly distributed throughout the county. Three Historic site forms were returned for



● Location of existing schoolhouses. Total 11--3 historic site forms returned.

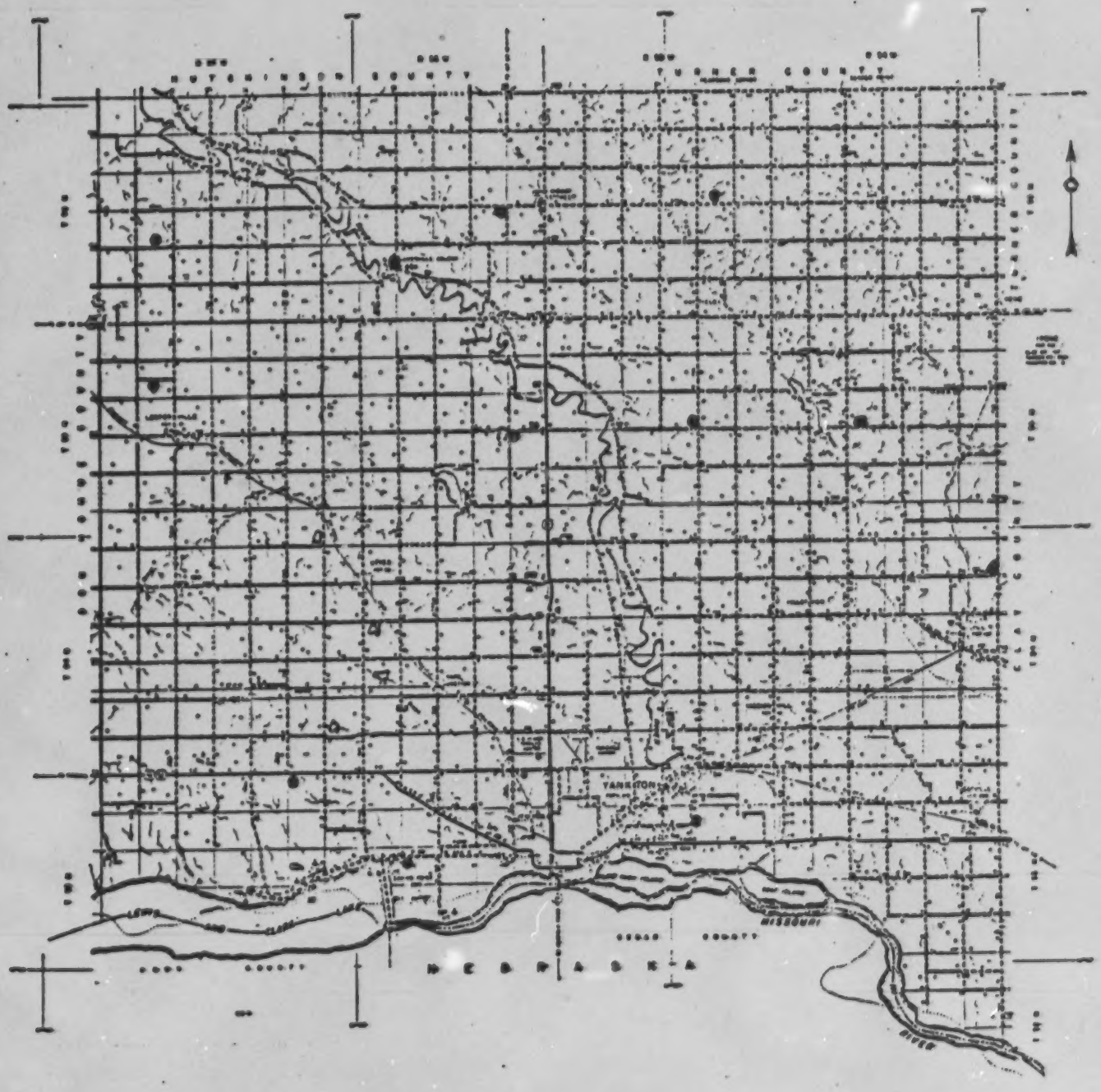
39

BEST COPY AVAILABLE

GENERAL HIGHWAY MAP

YANKTON COUNTY

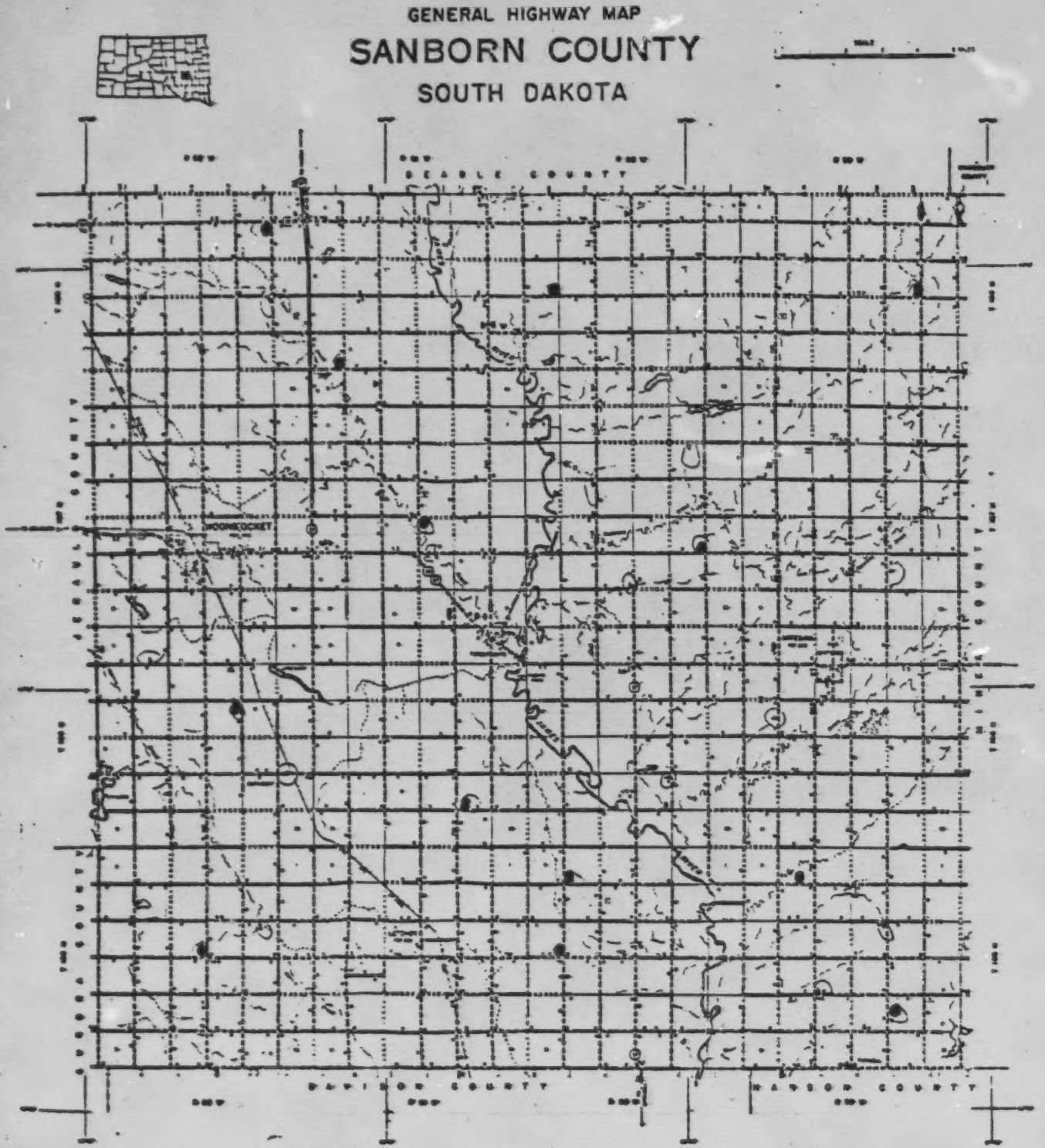
SOUTH DAKOTA



(48)

● Location of existing schoolhouses. Total 12--9 historic site forms returned.

BEST COPY AVAILABLE



(49)

● Location of existing schoolhouses. Total 13--3 historic site forms returned.

BEST COPY AVAILABLE

Sanborn County. These three schools are very old--1885 construction date for two of them and 1875 for the other. The 1875 school, Floyd #3, located ten miles north of Forestburg, is one of the oldest schools that the author has located. The size of the two 1885 schools is 20'x30', while the size of the Floyd School is 18'x20'. All three schools are made of wood, with two of them (1885 ones) having bell towers.[50]

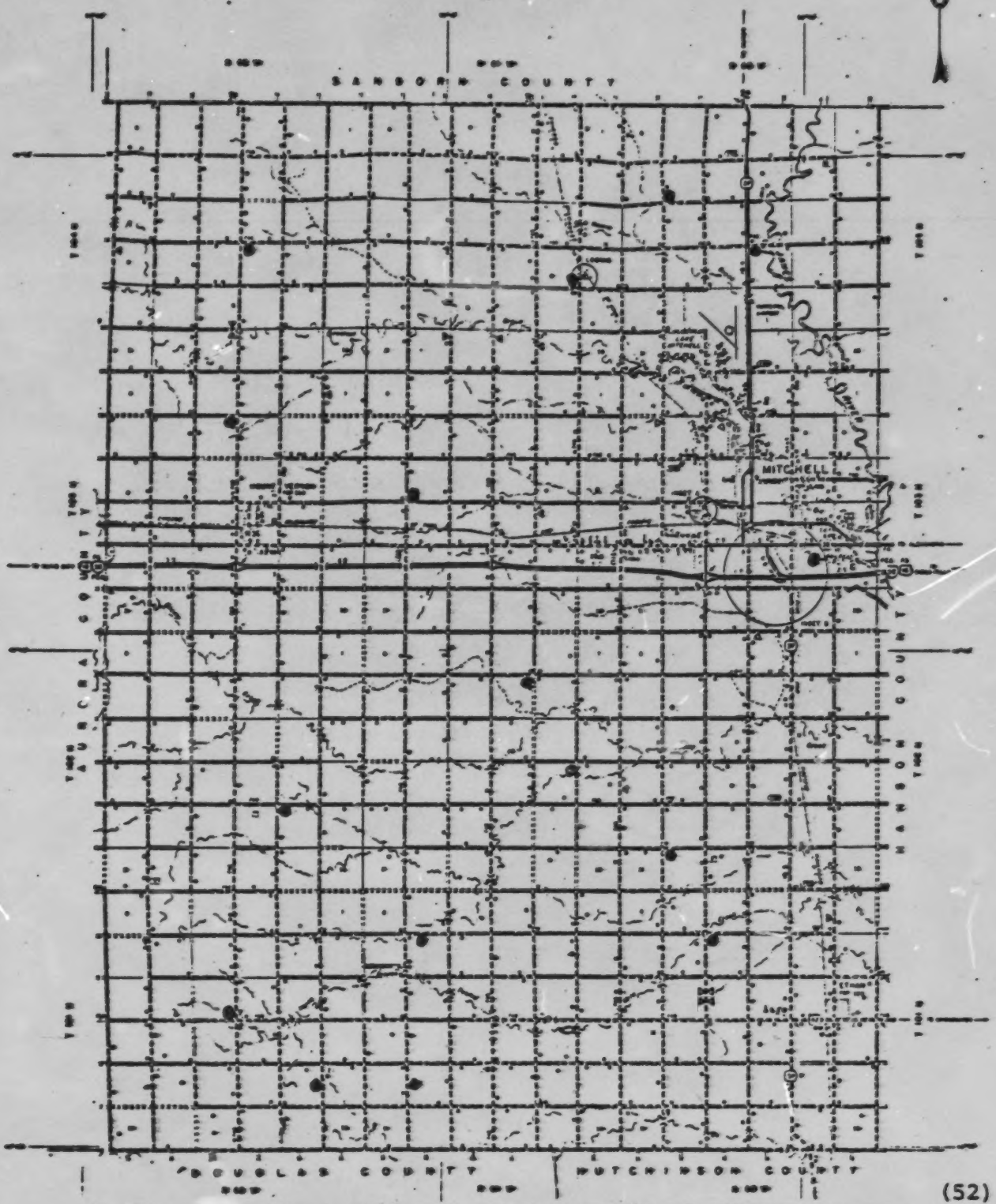
Davison County has sixteen existing rural schoolhouses (see map on page 39). One school, Ravenna #2, is on the grounds of the Friends of the Middle Border Museum in Mitchell. This was moved in from Sanborn County. The rural schoolhouses are pretty evenly distributed throughout the county. One school (Blendon), six miles north of Mt. Vernon, was built in 1969 and only used for four years. It was made of wood and was a two-classroom school measuring 48'x48'. Six schools were constructed between 1918 and 1921 with measurements of 20'x28' to 30'x36'. The school just outside of Loomis was a two-classroom, brick school measuring 40'x40'. There was one other brick school measuring 28'x36' built in 1919. Two of the nine schools that had historic site forms returned had bell towers.[51]

Jerauld County has ten existing schoolhouses (see map on page 40). Most of them are located in the center of the county. The Fagerhaug School has been moved into Wessington Springs. It has been restored and is open to groups who have made prior arrangements. This school was built in 1907 and is 18'x28'. There have been four historic site forms returned

GENERAL HIGHWAY MAP

DAVISON COUNTY

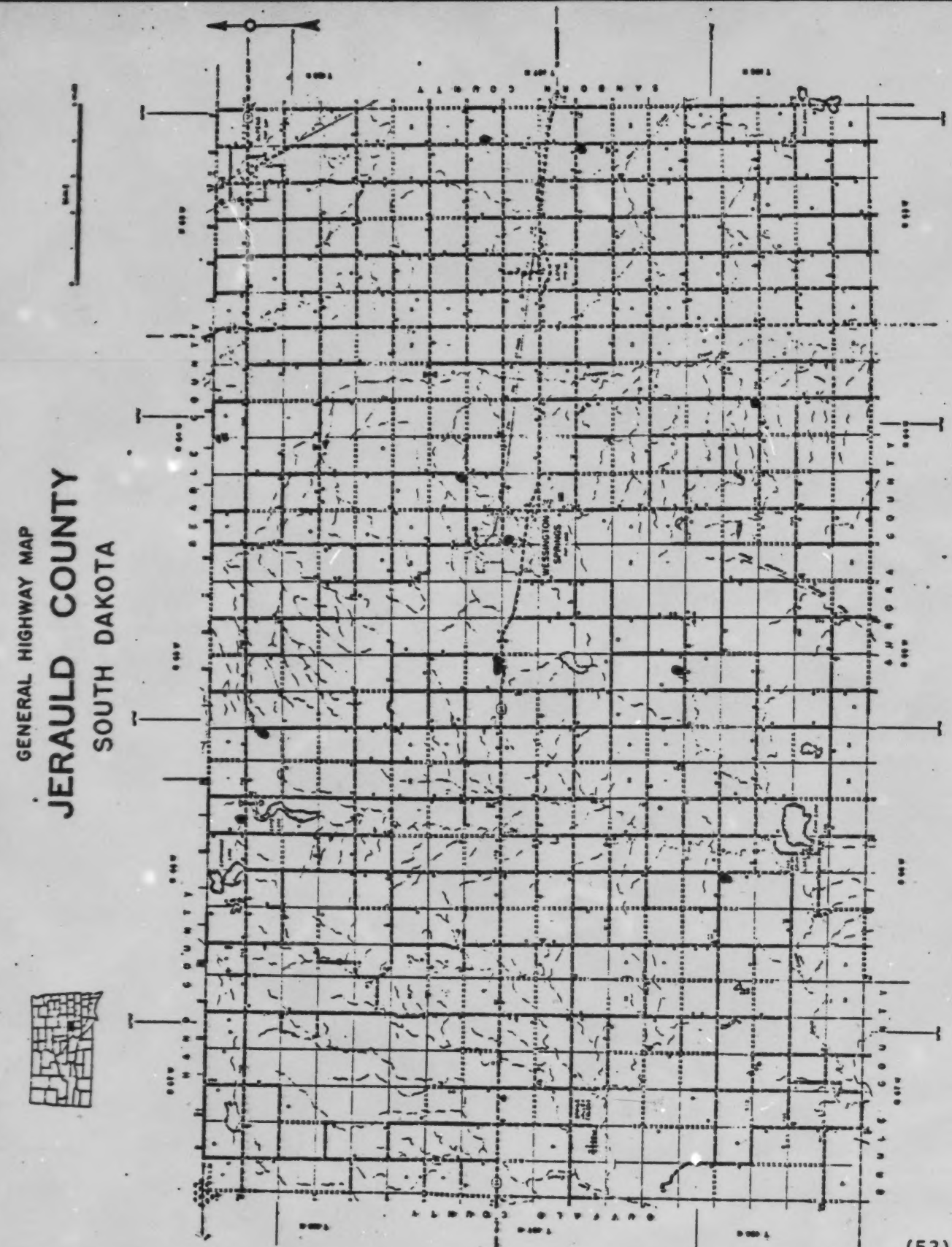
SOUTH DAKOTA



(52)

● Location of existing schoolhouses. Total 16--9 historic site forms returned.

BEST COPY AVAILABLE



(53)

● Location of existing schoolhouses. Total 10--4 historic site forms returned.

44 BEST COPY AVAILABLE

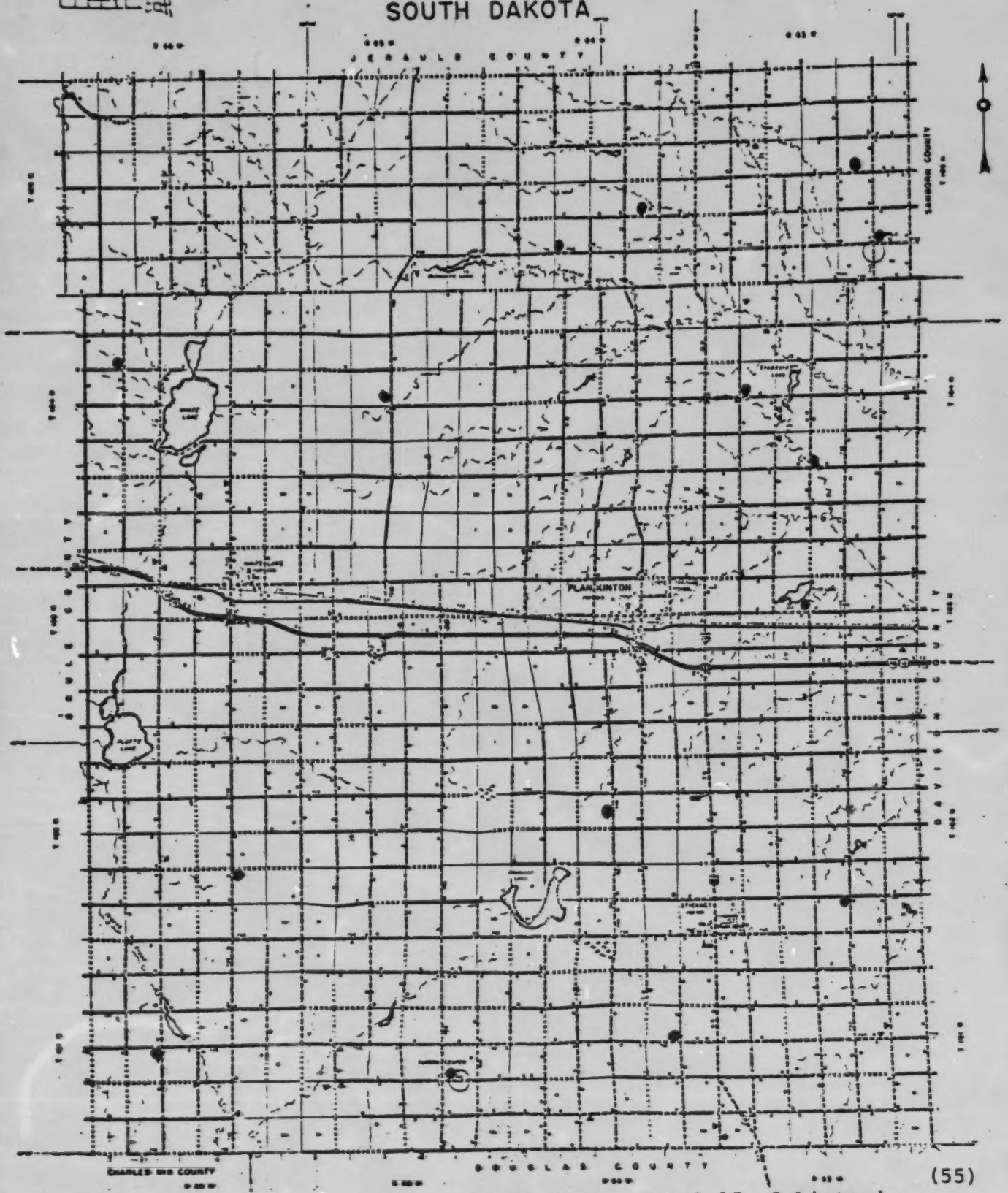
for Jerauld County. Three of the schools are wood structures. They are rectangular in shape measuring 20'x32' and 18'x36', and the Fagerhaug School. These other wodden schools were built in 1918 and 1880's respectively. There is one brick school built in 1934 measuring 30'x40'. This school has a cupola. It is the only one of the four that does.[54]

Aurora County has fifteen existing schoolhouses pretty well divided throughout the county (see map on page 42). There have been eight historic site forms returned from this county. The Belford School, eleven miles north and seven miles east of Plankinton, is the only rural school in the county still operating. It is part of the Plankinton school system. It was built of wood in 1965 and is a two-classroom school. Aurora Center school is in the southern part of the county, was built in 1963, and operated until 1978. It is a big brick building measuring 56'x72', having two classrooms and a gymnasium. The Hopper school, five miles east of Plankinton, operated as a rural high school from 1923-1974. It is a wood building with brick veneer, having six classrooms and measuring 50'x70'. There also was a rural high school, Pleasant Lake School, three miles west and three and one-half miles north of Stickney, that operated from 1916 to 1967. This school had four classrooms and measured 40'x54'. It was a brick building. The Webster School, located five miles east and four miles north of Plankinton, has previously been described as being typical of the box-type school that was constructed in the teens and later. This school is

GENERAL HIGHWAY MAP

AURORA COUNTY

SOUTH DAKOTA



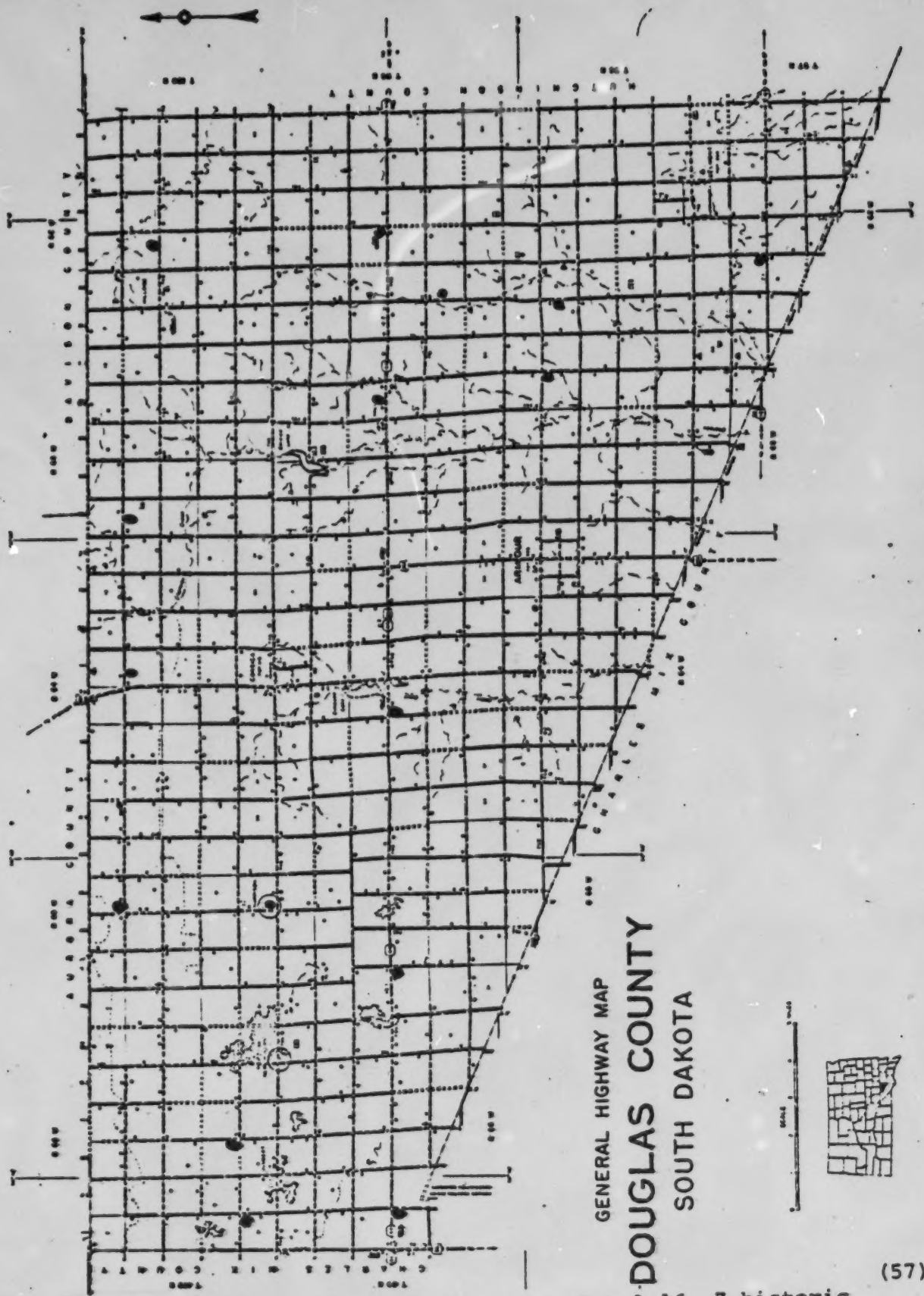
(55)

● Location of existing schoolhouses. Total 15--8 historic site forms returned.

BEST COPY AVAILABLE

wooden, as are the other two rural schools that were constructed in 1883 and 1910. The 1883 one measures 18'x24', while the 1910 one measures 28'x32'. There is one other wooden school that measures 24'x30'. The date of construction is not given. There is only one of the eight schools that has a bell tower.[56] Aurora County, like Lake County, had two consolidated rural high schools that operated for a considerable period of time. Hopper and Pleasant Lake each operated for fifty-one years. The Belford School and Aurora Center are two recent vintage big rural schools. Aurora County has more big rural schools than any of the other counties.

Douglas County has sixteen existing rural schoolhouses (see map on page 44). They are evenly distributed throughout the county. There were seven historic site forms returned from Douglas County. There is a restored rural school on the mainstreet of Harrison (population: sixty-five). The historic site form for this school has not been returned. There is another historic school (Hockey-Helland) that is being moved into Armour, SD. This school was built in 1884 and measures 16'x24'. This school was discussed in the research report on Country Schools Today. Two of the schools that the author received site forms for are still operating. The Van Zee School was built in 1900, measures 24'x36', and is part of the Platte school system. The Washington School was built as a two-classroom school in 1967, measures 40'x60', and is part of Parkston school system. The other schools



(57)

Location of existing schoolhouses. Total 16--7 historic site forms returned.

BEST COPY AVAILABLE

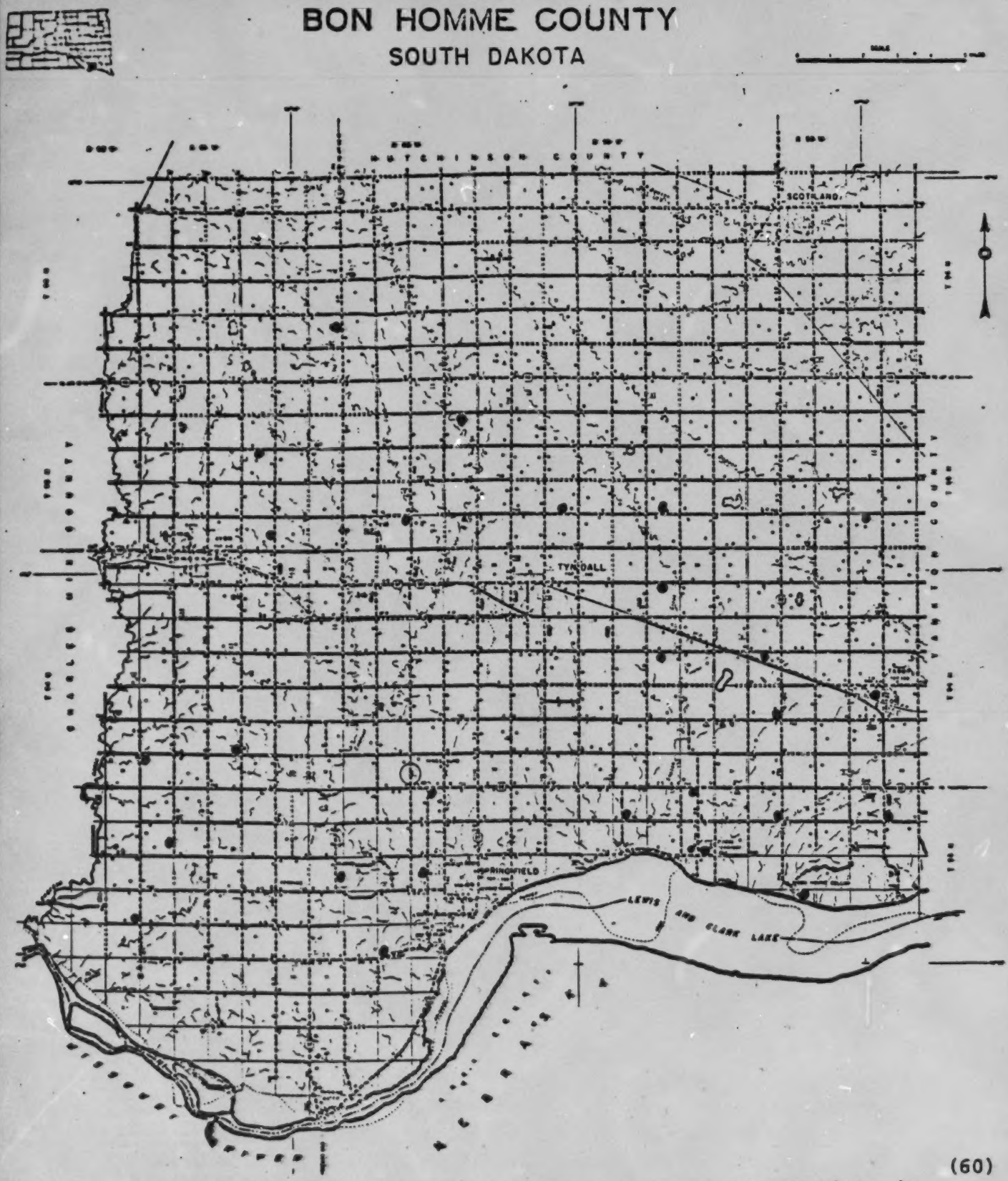
are all rectangular in shape and measure between 20'x34' to 34'x40'. They date from the late teens to the early 1920's. Two of the seven schools have bell towers and they are all built from wood.[58]

Bon Homme County has twenty-eight standing rural schoolhouses (see map on page 46). This is the second most of any of the counties that were researched by the author. There are no standing rural schools in the northern edge of the county. There are two very interesting older schools that have been discussed in the research report on Country Schools Today: Tabor Log School and the replica of the first public schoolhouse in Dakota Territory. There have been fifteen historic site forms turned in for Bon Homme County. Five of these are brick schools of the box-type measuring 24'x24' to 30'x30'. They all date from the mid-1920's. There are eight wooden frame schools dating from the 1880's to the 1920's. The earlier schools are of the rectangular type, measuring from 14'x28' to 18'x32'. There are no wooden box schools dating in the 1920's or later. Only one of the schools has a bell tower and one has a cupola. There is one Hutterite school in the county. It is interesting to note that by the time the box construction became fashionable in the 1920's, the schools were being made of brick in Bon Homme County. This county has nine brick schoolhouses more than any of the other twenty-one counties. One of the rectangular rural schools in still going in the western edge of the county. The Mennonite school is part of the Avon school system.[59]

GENERAL HIGHWAY MAP

BON HOMME COUNTY

SOUTH DAKOTA



(60)

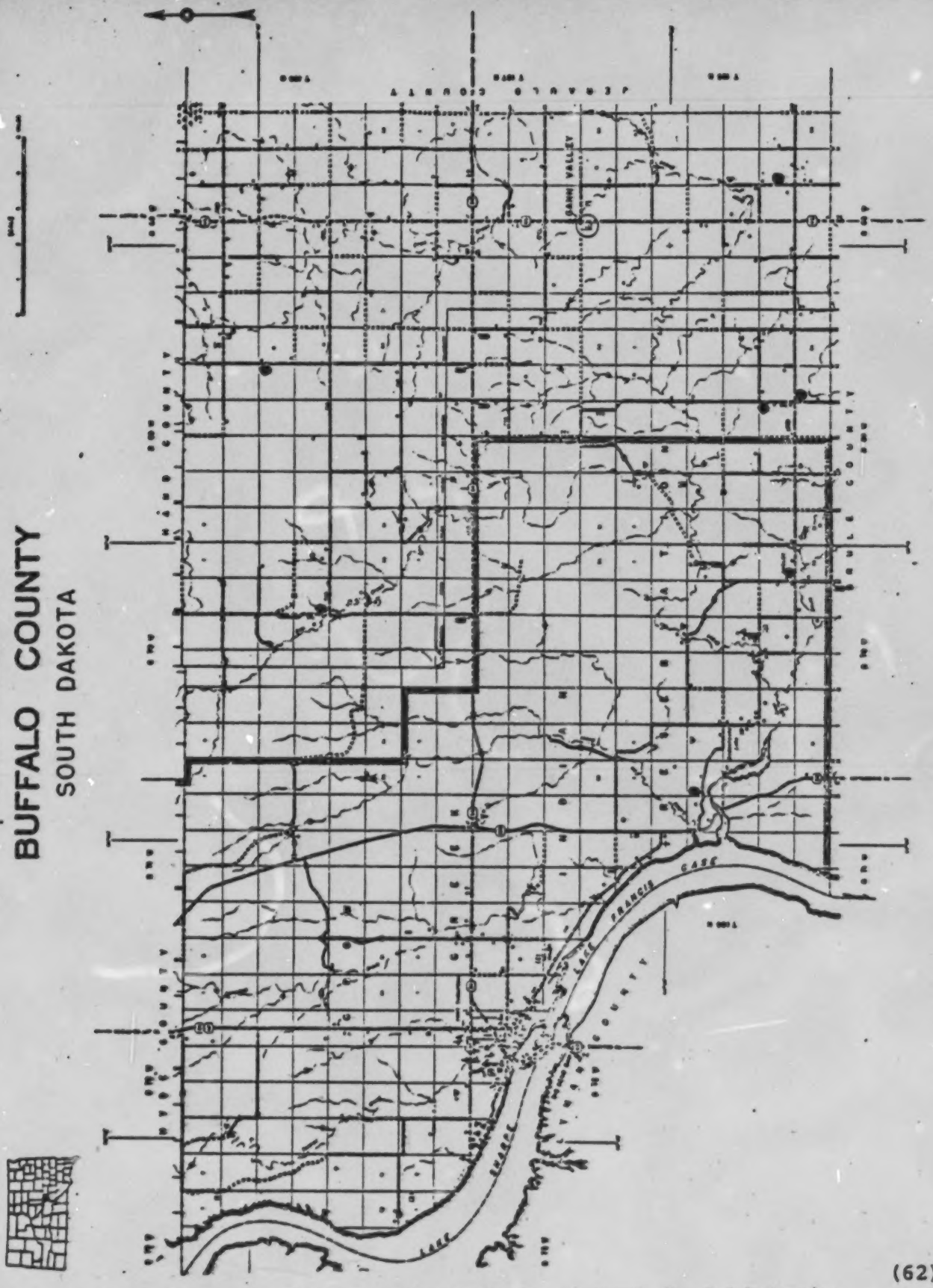
● Location of existing schoolhouses. Total 28--15 historic site forms returned.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Buffalo County has seven existing schoolhouses (see map on page 48). Most of them are situated along the southern border of the county. Six historic site forms were returned. All of the schools were built of wood with none of them having a bell tower or cupola. The schools were all of the rectangular type ranging in size from 16'x30' to 20'x36'. They were constructed during the 1920's and 1930's. Two of the schools are still operating. Prairie Center, built in 1930 and measuring 20'x36', is connected with the Chamberlain school system. Wilbur Center just opened this past fall by moving in an older school measuring 20'x30'. It is connected with the Kimball School System.[61]

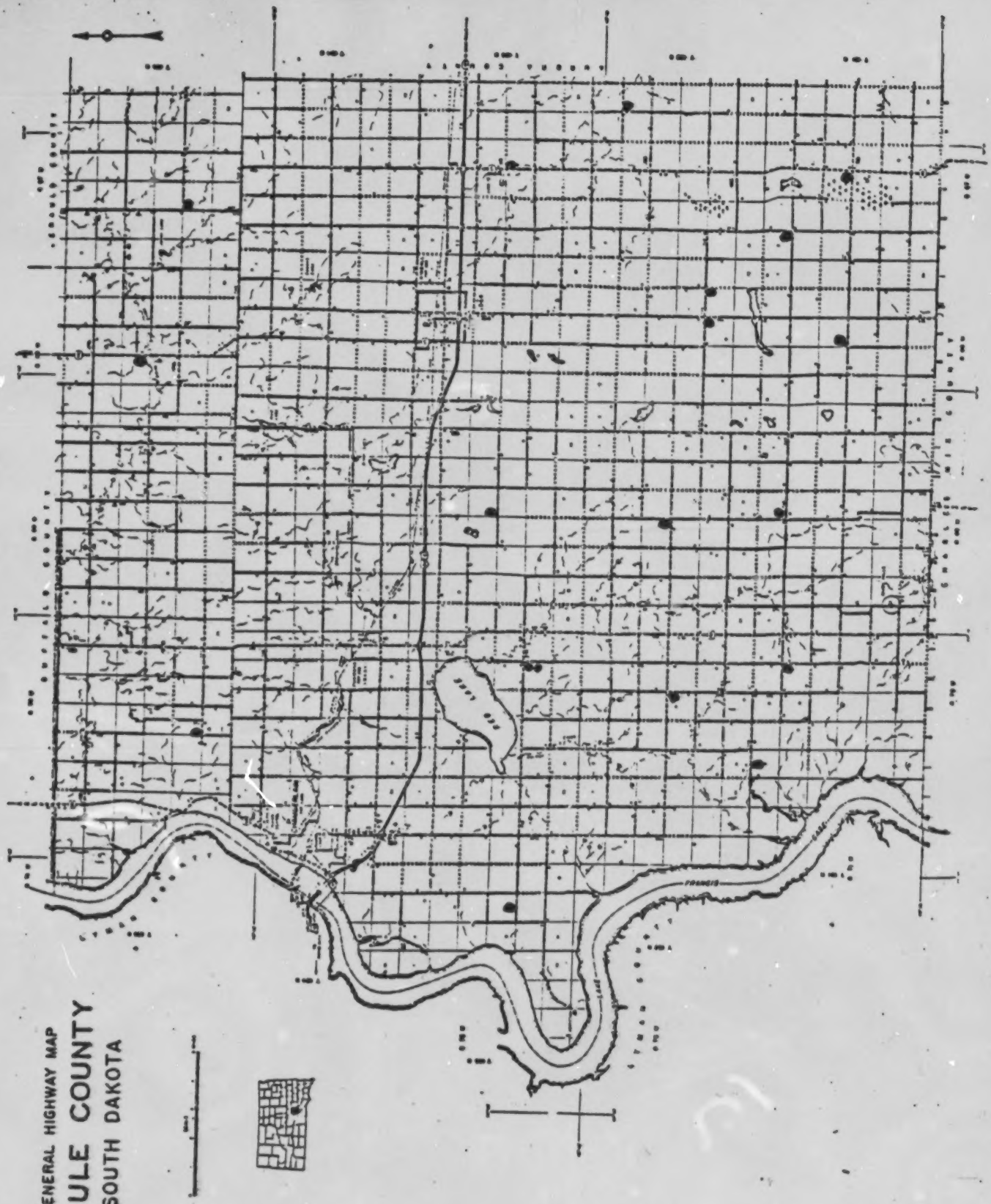
Brule County has nineteen existing schoolhouses (see map on page 49). Most of them are situated in the southern one-half of the county. There were sixteen historic site forms returned. Brule County has eleven rural schools that are still operating. The rural schools still operating are found in the Chamberlain, Kimball and Platte school districts. There is only one brick school among the sixteen reported on. This is Richland Center that was built in 1962 and is still operating today as part of the Kimball school system. It is a two-classroom school located fourteen miles southwest of Kimball. All the other rural schools are of wood construction. There are three other two-classroom schools, two of which are still operating. Torry Lake, located eleven miles north of Platte and part of the Platte school system, is still operating. This school was built in 1925 and is in



(62)

● Location of existing schoolhouses. Total 7--6 historic site forms returned.

BEST COPY AVAILABLE



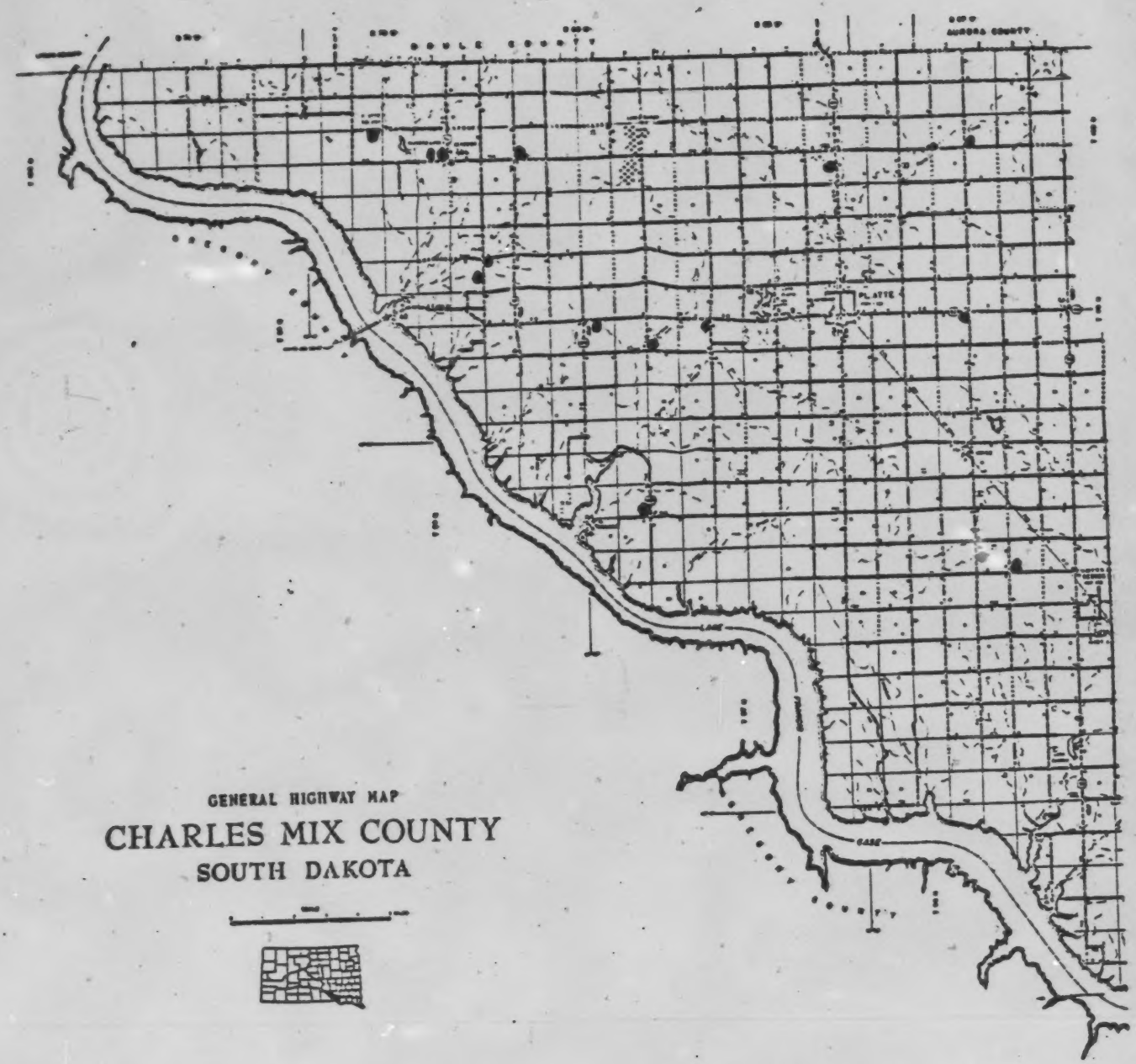
(63)

● Location of existing schoolhouses. Total 19--16 historic site forms returned.

BEST COPY AVAILABLE

in good condition. The Smith school, located eight miles west and south of Kimball is still operating. It is part of the Kimball school system. The Pleasant Grove school, located thirteen miles south and one mile west of Kimball is the two-classroom school that is not operating at this time. It was built in 1966 and measures 24'x44'. The oldest school still standing in the county and one of the oldest the author has observed is the Hagner school, located fourteen miles south of Pukwana. It was built in 1880 and measures 16'x32'. It is the only school that has a bell tower. There are no cupolas on the schools of Brule County. Four rural schools were built in 1884, measuring 18'x28', 18'x30' and two at 20'x30'. Only two schools were built during the 1920's and 1930's, having the box-like appearance. Certainly, the earlier rectangular shape dominates in Brule County.[64]

Charles Mix County has thirty-three existing schoolhouses, more than any of the twenty-one counties researched (see map on page 51 and 52). The distribution of the schools is pretty even throughout the county, with the northwest corner of the county having the most. There were twenty historic site forms returned. There are seven rural schools still operating in the county. Six of these are in the Platte School District and the Avon School District operates one. There is one cement block school (Highland) located seven miles southwest of Wagner. It is a big school measuring 30'x50' built in 1950 and used for fifteen years. The Laroche Hutterite Colony school is the only two-classroom



(65)

● Location of existing schoolhouses. Total 33--20 historic site forms returned.

BEST COPY AVAILABLE

(65)

● Location of existing schoolhouses. Total 33--20 historic site forms returned.

BEST COPY AVAILABLE

school in the county. There are two brick schools built in 1928 and 1936, respectively. Six of the schools have bell towers and two have cupolas. The Campbell school, located four miles east of Platte, is the oldest school in the county still standing. It was built in the early 1880's and measures 18'x28'. There are two box schools built in 1922 that measure 24'x24'. The two schools built in 1925 measure 28'x28'. It seems that the schools built in the same year usually had the same measurements. There are three schools built in the mid-1920's and 1930's that are rectangular in shape--40'x60', 24'x40' and 30'x40'. It thus appears that Charles Mix County did not follow the custom prevalent in counties to the east of building box schools entirely in the 1920's and 1930's. The schools built in the earlier time span were rectangular in shape.[66]

If the foundation of the rural school is of a mixed mortar type, instead of a block type, it signifies a very old school probably built before 1900.[67]

The country schools that are still standing in the twenty-one counties of southeastern South Dakota are in various states of repair. There are thirty-nine that are still operating. These are generally in a very good state of repair. There are some that have recently closed that still look very servicable. There are some that have been closed for several years that are in fair to good condition. There are several that are in a very dilapitated state of repair.

The earlier schools were generally of the rectangular type. The schools built in the teens, twenties and thirties are usually of the box-type construction. All the brick schools are of this box design. The type of foundation gives a good clue as to the age of the school. The mixed mortar base is always associated with the rectangular design. The cement block base is associated with the box-type of design. The vast majority of the schools built in the teens, twenties and thirties have full or partial basements with the heating unit in the basement. Basements are not found with any of the earlier schools that were built before 1900. Bell towers and cupolas are not common except in certain counties, particularly Turner, Clay, Yankton, and to some extent, Charles Mix County. Many of the schools have a treeless landscape. The rural schools were never located in the center of a section of land. Some are along the road in the middle of the mile but most of them are located where two roads meet. See the various county maps as to the preference in a particular county.

Certainly, the rural schools that are still standing today are but a pittance of the number that once dotted rural southeastern South Dakota. These rural schools represent a proud heritage -- a heritage that many generations of South Dakotans shared.

FOOTNOTES

1. The Lennox Independent, Country School Night Supplement, September 4, 1975, p. 9.

2. Comparison of a number of historic site forms given out with number of historic site forms returned for the twenty-one counties covered in person.

3. Comparison of number of historic site forms given out with the number of historic site forms returned for the four West River counties that were covered by mail.

4. Mary Wilson of Fort Pierre sent out a number of historic site forms (don't know the number) in Stanley and Haakon Counties primarily, and a few in Hughes County. Her return was 12, 8, and 3, respectively. The author is greatly indebted to the help that he received from her.

5. Historic site form for Grinde School District #52, Minnehaha County.

6. Walter William Ludeman, "Studies in the History of Public Education in South Dakota," pp. 375-502 in South Dakota Historical Collections, Vol. 12, 1924, pp. 378-379.

7. Jane Boorman, "A Frontier Learns of God and Man," pp. 162-185 in Dakota Panorama, J. Leonard Jennewein and Jane Boorman, editors, Midwest Black Printing Co., Sioux Falls, SD, 1961, pp. 163-165.

8. Walter William Ludeman, Op. Cit., p. 379.

9. History of South Dakota, Scrapbook, Newspaper Clippings compiled by WPA Library Unit, Lake County, SD, p. 74. The early relating of the story was by Mrs. W. T. Williams, formerly Delia Rounds.

10. I. D. Weeks, "Half a Century of Education in South Dakota," pp. 23-26 in South Dakota Fifty Years of Progress, South Dakota Golden Anniversary Book Company, Sioux Falls, SD, 1939, p. 24.

11. Herbert S. Schell, "The Historic Log Schoolhouse," Vermillion Plain Talk, January 10, 1980, p. 28.

12. History of South Dakota, Scrapbook, Op. Cit., p. 75

13. Herbert W. Blakely, Report on typical rural schools in Southeastern part of South Dakota sent to "Utah Preservation/Restoration," Nina Cutrubus, editor, February, 1980, pp. 2-3.

14. Marian Cramer, "The Four R's: Reading, 'Riting, 'Rithmetic, Rural," pp. 65-75 in Papers of the Twelfth Annual Dakota History Conference, H. W. Blakely, Editor, Dakota State College, Madison, SD, 1981, pp. 67-68.

15. Historic site form and correspondence about Lapour School #65, Gregory County. Mrs. Allen Smith, RR 1, Gregory, SD, is the person who did the reporting.

16. Field notes for Markus School in Holland Township, Douglas County. The school was on big timbers that were to be pulled by the truck that was to be moved in the morning.

17. Field notes for Faulk-Johnson School, Wilbur Township, Brule County. This was an older school with three windows on the side and was about half torn down.

18. Field notes for Long Lake rural school, Harmony Township, Jerauld County. The school was partially torn down.

19. Conversation with Reuben Goertz, Freeman, SD. This particular brick school (don't know the name) was the home school of Mrs. Goertz.

20. South Dakota State Atlas, Midland Atlas Company, Inc., Milbank, SD, 1977. This was the latest state atlas that the author had available.

21. Interview with Mary Quick, Salem, SD, 1-9-81. Correspondence with Mrs. John W. Yttreness, Beresford, SD.

22. Field notes for the rural school around Academy in Charles Mix County and Red Lake in Brule County.

23. Field notes for the Red Lake school in Brule County.

24. South Dakota State Atlas, Op. Cit. p. 1.

25. Ibid., p. 75.

26. Historic site forms for the schools in Moody County. Nine historic site forms were returned. In general, they were quite complete.

27. South Dakota State Atlas, Op. Cit., p. 74.

28. Historic site forms for the schools in Minnehaha County. Eight historic site forms were returned.

29. Historic site forms for Lincoln County. There was a 100% return on site forms--total 7.

30. South Dakota State Atlas, Op. Cit., p. 63.

31. South Dakota State Atlas, Op. Cit., p. 100.

32. Historic site forms for Union County. Thirteen historic site forms were returned.

33. South Dakota State Atlas, Op. Cit., p. 61.

34. Historic site forms for Lake County. There was a 100% return, with the total number of schools being 13.

35. Historic site forms for McCook County. Seven historic site forms were returned.

36. South Dakota State Atlas, Op. Cit., p. 66.

37. South Dakota State Atlas, Op. Cit., p. 98.

38. Historic site forms for Turner County. Ten historic site forms were returned.

39. South Dakota State Atlas, Op. Cit., p. 25.

40. Historic site forms for Clay County. Nine historic site forms were returned.

41. Historic site forms for Miner County. Gromstack school, Adams Township, was the only site form returned for this county.

42. Historic site form for Plano School, Hanson County. This was the only historic site form returned for the existing schools in Hanson County.

43. South Dakota State Atlas, Op. Cit., p. 73.

44. South Dakota State Atlas, Op. Cit., p. 51.

45. Historic site forms for Hutchinson County. Three site forms were returned.

46. Historic site forms for Yankton County. Nine historic site forms were returned. The rural high school was Mission Hill which operated from 1913 to 1945.

47. South Dakota State Atlas, Op. Cit., p. 55.

48. South Dakota State Atlas, Op. Cit., p. 103.

49. South Dakota State Atlas, Op. Cit., p. 87.

50. Historic site forms for Sanborn County. Three historic site forms were returned. The Floyd School #3 dates from 1875, one of the oldest the author has come across.

51. Historic site forms for Davison County. Nine historic site forms were returned. Blendon School was built in 1969 and operated four years. It was located six miles north of Mt. Vernon.

52. South Dakota State Atlas, Op. Cit., p. 32.

53. South Dakota State Atlas, Op. Cit., p. 58.

54. Historic site forms for Jerauld County. Four historic site forms were returned. Fagerhaug school (restored) sits on the Courthouse grounds in Wessington Springs.

55. South Dakota State Atlas, Op. Cit., p. 7.

56. Historic site forms for Aurora County. Eight historic site forms were returned. Hopper and Pleasant Lake were consolidated rural high schools. Belford school is operating. Aurora Center is a big school that just closed in 1978.

57. South Dakota State Atlas, Op. Cit., p. 38.

58. Historic site forms for Douglas County. Seven historic site forms were returned. The Hockey-Helland School is being moved to Armour. It has been restored. The Van Zee and Washington Schools are still operating.

59. Historic site forms for Bon Homme County. Fifteen historic site forms were returned. The Tabor Log School and Bon Homme replica are important historically. The Mennonite school is still operating, as is the Bon Homme Hutterite Colony school. Field notes for Bon Homme County.

60. South Dakota State Atlas, Op. Cit., p. 11.

61. Historic site forms for Buffalo County. Prairie Center and Wilbur Center are still operating, with the former just opening this past fall.

62. South Dakota State Atlas, Op. Cit., p. 17.

63. South Dakota State Atlas, Op. Cit., p. 16.

64. Historic site forms for Brule County. Sixteen historic site forms were returned. Richard Center is the only brick school in the county. It is a two-classroom school, AS ~~are~~ are the Smith, Torry Lake, and Pleasant Grove schools. The Hagner School is the oldest school still standing, dating from 1880.

65. South Dakota State Atlas, Op. Cit., pp. 22-23.

66. Historic site forms for Charles Mix County. Twenty historic site forms were returned. Laroche Hutterite Colony school is the only two-classroom school in the county. The Campbell School is the oldest standing school in the county, dating from the early 1880's.

67. Herbert W. Blakely, Op. Cit., p. 1.

COUNTRY SCHOOLS AS COMMUNITY CENTERS IN SOUTH DAKOTA

A RESEARCH REPORT

by

HERB BLAKELY

COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

A NATIONAL ENDOWMENT FOR THE HUMANITIES GRANT

TO THE

MOUNTAIN PLAINS LIBRARY ASSOCIATION

MARCH, 1981

COUNTRY SCHOOLS AS COMMUNITY CENTERS

"One event of greatest delight-
Program-Basket Social Night.
Lamps to fill with the kerosene;
Chimneys to polish
Sparkling clean;
Many an hour of
Box decorating;
Then fill it up with
Cooking and baking.
That night the fellows
Would auction and bid.
Shy, young Lucy
Ran home and hid."[1]

Herbert Schell in his History of South Dakota states that after the school districts were organized the schoolhouses became centers of community social life. Concerts, plays, spelling bees, singing, school literary societies and meetings of various sorts served to bring the settlers together. The school building was also used at times for church services and Sunday school.[2]

This is the area that will be explored in this research report. Life on the prairie was an extremely hard life, an extremely demanding life, but an extremely fulfilling life. There were many factors that made life difficult on the plains of Dakota. The perpetual winds, the absence or scarcity of water, the terrific heat, the deadening cold and the absence of trees.

Many times the neighbors were too busy to get together socially for long periods of time. The country school served as the hub of the community. The school seemed to knit the community together. There was a togetherness that lasted for many years. Edwin Graber, who taught in rural schools

southeast of Freeman in the 1930's, still gets together with the neighbors in that area once a year.[3]

There were many events held that fostered competition between the schools. Mrs. John Yttreness, a retired rural school teacher living in Beresford, states that there was keen rivalry between schools as to best teacher, best upkeep of school, students who excelled in exams, spelling contests, ballgames, and athletics.[4] Doris Blakely and Janet Standy refer to field days that used to be held in Castlewood, SD, for the rural children in that area. This was held in the spring of the year and the children would participate in different track events and ribbons would be distributed at the end of the day.[5] Mildred Smit of Lennox remembers participating in track events with a rival school in their schoolyard. She beat the girl who had a very good reputation as being extremely fast. The other girl's teacher complained that it was an unfair start and so they ran the race over and Mildred lost the second time.[6]

There was competition between schools in the intellectual areas as well. Probably the most common type of competition was in the spelldowns. Usually there were just two schools involved and the children would compete against others of their own age group. Spelling the word incorrectly would mean that you did not participate further. Usually these were held once or twice a year with rival schools. Speed and accuracy were important and oftentimes trial runs were held before the other school was encountered.[7]

Mary Kane, who grew up around Artesian in Sanborn County, described a mathdown as well. This was held like a spelldown and both speed and accuracy were important. A student got to choose which area he and his rival would like to participate in. Multiplication was chosen. The teacher would then say "25" and the student would answer "5 x 5" or the teacher would say "6 x 8" and the student would say "48." If you missed, of course, you were out and your rival was paired with a different student. In the next round, the other student would get to choose the math function.[8]

Other types of intellectual competition between schools would be debates[9] and declam contests.[10]

One reason that country schools declined in the 1950's and 1960's was the apparent need for more competition between individuals.[11] However, even from the earliest days, if enterprizing teachers were involved to plan the competition, there was rivalry between the schools. The schools were an average of two miles apart.[12]

School plays were also arranged in some schools.[13] Poems, recitations, plays, drills, pantomimes and songs were memorized and presented for the benefit of proud parents and grandparents.[14]

Other uses of the school building that are mentioned in the historic site forms are meetings for the Farmers' Union. It is interesting to note that the Farmers' Union is the only farm organization mentioned throughout the research.[15] Civil Bend School in Union County also had 4H Club meetings there. This is the only school specifically mentioning 4H meetings.[16]

Church services and Sunday School were held in several schools. Mary Quick described church services held by a Methodist minister from Salem shortly after the turn of the century in her school about five miles south of Salem.[17] Several historic site forms mention the use of the school building for either church or Sunday School. It seems that in the eastern counties, this use was in the earlier days. Also, there is greater use of the school in this capacity as you approach the Missouri River.[18] Carr School in Stanley County was used for Sunday School for about ten years in the teens. The Campbell School in Charles Mix County east of Platte, SD, served as a training ground for student pastors from Olive Presbyterian Church in Platte.[20]

Numerous schools served as voting places in both the primary and general elections. After consolidations many of these schools were purchased by the township and continue to serve as township halls and voting places.[21] Certainly, this would be the greatest use of the schools that are still standing and still being used. There are several that are still in very good repair and some that have a full basement and cooking facilities, etc., still intact. These undoubtedly are still used for township meetings and special meetings yet today. The pattern is, that they become more prevalent as township meeting halls as the Missouri River is approached.

PTA meetings were held in some rural schools. Washington#32 in Minnehaha County held monthly meetings which were well attended.[22] At Lincoln District #7, Lake County, the PTA meeting was the social highlight of the month and certainly

a meeting that nobody wanted to miss.[23] There was a particularly active PTA in several schools north of Freeman, SD, around 1930. They received state recognition for their activity. This PTA organization was fifty years old in 1980. They met once a month and were noted for their outstanding programs (outside speakers, etc.). Their purpose was to get the students, teachers and parents better acquainted. Charles Schrag Speck, one of the teachers that was instrumental in forming the group said, "When you live in the country, you are more eager to get together."[24] One of their more memorable programs was when the men were in charge of everything including the lunch. The men even baked the cake.[25]

To illustrate the size of the crowd at some of the meetings, the Clark District #14, Douglas County, had such a large crowd for one gathering that the gas lamps around the edge of the school would not burn because all of the oxygen was used up.[26]

In Foster District #42, Hutchinson County, near Dimock, SD, they had twenty-five college students [illegible] year for teaching practice.[27]

Mrs. Mildred Rumrill, a student at the Boyd School, Lake Herman township, west of Madison points out in the earlier days the schoolhouses were left unlocked so the settlers who were looking for a place to settle could spend the night in them.[28] This certainly was community goodwill.

Dances and card parties varied from one community to the next. There were several communities in eastern South Dakota that frowned on card playing and dancing, so consequently,

they were not condoned in the schools.[29] Dances seemed to be more prevalent in the schools as you enter the west river counties.[30]

Pie socials seem to be concentrated in the counties west of the river.[31] A pie social was probably the same as a basket social only you auctioned off a pie instead of a basket. There was very little evidence of pie socials in the eastern counties. Basket socials were practiced by patrons of almost every school.

Basket socials were very popular. This was a money-making venture. The ladies would decorate baskets filled with many food items and goodies. If the boyfriend or another gentleman wanted a lunch, he better buy a basket. Much fun and rivalry was created and a suitor had to pay a "good price" for his sweetheart's basket.[32] The price of the basket depended on the competition. The prices varied from $1.00 a basket[33] to $5.00[34] to $6.00.[35] If it was known, the teacher's basket usually brought the highest price.[36] The girls spent a lot of time and effort to decorate their basket and also to make it appealing for the heavy eater. Mary Kane states that there were different classifications for the bidders and the basket preparers. Kids would be paired with kids, young adults with young adults and adults with adults.[37] It is unknown if this was a common practice or not.

The money was usually used for the school. Such things as dictionaries, maps, and playground equipment were bought from the proceeds of the box social.[38]

Extra equipment for the school was closely watched by the school board. Janet Standy purchased the extra needed equipment and gave the bill to the school board which was then paid.[39] On the other hand, as late as 1940 Doris Jibben, teaching south of Lennox, could only spend $3.00 per pupil on workbooks, etc., according to her school board.[40]

One of the more unusual socials was described by Bertha Randall who was teaching west of Madison during World War I. In her school they had a necktie social in which the neckties were auctioned off, the proceeds going to the American Red Cross. Over $400 was raised for the war effort that night--certainly a very patriotic gesture.[41]

The school picnic at the end of the year was another social gathering that was widely practiced. Sometimes the children were taken into a bigger town to go roller skating or some other activity.[42] Usually the picnic was confined closer to home. There usually were races, games and plenty to eat. In the Kimball area, Brule County, it was the custom for the teacher to furnish the ice-cream which had to be brought from Kimball at the last possible time. Although packed in a heavy canvas bag, its keeping qualities were limited.[43]

Other special days were celebrated at the individual schools. Some schools celebrated Halloween with a Halloween party, Valentine's Day with the exchange of valentines, and Washington and Lincoln's birthdays by reciting patriotic verses.[44] There doesn't seem to be the uniformity for these special days as there does for the basket social, school

picnics and, of course, the most important event of the year, the Christmas Program. Mrs. Harold Wilcox of Jefferson, a third-generation teacher, writes "the Christmas program was the highlight of the school year. Families were responsible for bringing adequate lighting."[45] The schoolhouse was usually lit with kerosene lamps placed along the walls with reflectors on them.[46]

Usually the preparation for the Christmas program began the week after Thanksgiving. Everybody had a part.[47] This part was practiced very seriously. Time was not taken from the regular lessons, except as the important day approached memorization might be worked on in language arts class.[48]

When the all-important day arrived, there possibly was an exchange of gifts.[49] There possibly was a real tree with real candles. Every home did not have a real tree. Possibly the only place a little one would see a real tree with real candles would be in church and in school.[50]

What was a Christmas program like? Perhaps a contemporary version might be most appropriate in closing. This was the program of the Brule School, Union County, two years ago.[52] This school is still going today.

"It was no Broadway opening, and the admission was free. No bright marquee marked the entrance to the theatre, and no red carpet was rolled out to greet stars and important people.

But last Friday night was an important night for the 12 students who attend the Brule Elementary School near Beresford. It was the night of their Christmas play, and parents, relatives, and friends, important people all, turned out in

high numbers to applaud their performance and reward their efforts with appreciative ovations.

An audience of well over 100 squeezed themselves into the one-room school house, and seemed to ignore any discomfort that might have attended sitting on wooden benches brought in especially for the program. A brightly lighted stage at the front of the room, complete with black curtains, became the center of attention once friendly greetings had been completed and everyone was seated in readiness for the show.

Excitement filled the air as one of the students began to play a Christmas melody on the old upright piano off to one side of the stage. A little guy stood beside me on the bench, teddy bear clutched in his hands, eyes bright with expectation. Two ladies behind me reminisced about the days when each district had its own country school, and each school would have its own Christmas play.

'Are they gonna sing?' my little bench partner inquired, in a squeaky voice.

Assured by his grandmother they would, his attention returned to the stage where the children were preparing to sing a song of Norwegian origin entitled 'Jeg er saa Glod.' Female students were attired in floor-length gowns in the style of their Norwegian ancestry.

The first skit of the program featured a song entitled 'My Kitty', sung by Lois Sveeggen and Tisha Staum. The song, announced by Mrs. Yttreness, the students' teacher, was first sung in a program at Brule School some 50 odd years ago by her sister and another student. Along with myself, the audience

was impressed and applause for the two young ladies thundered through the room. The tiny tyke beside me clung tighter to his teddy bear.

The program progressed with more music and carols. The nativity scene was enacted, with first grader, Ann Stene, long, red hair trailing over her shoulders, eyes serious with the importance of her role, belting out 'Away In a Manger' in a surprisingly clear and even voice.

The last skit of the evening, 'At the Village Post Office', brought the house down with laughter and cheers as the audience watched the youngsters act out a drama dealing with gossiping and nosiness.....

'We Wish You a Merry Christmas', sung by the entire cast, brought the final curtain down on the most enjoyable hour and a half I've experienced in a good long while. It was quite evident by the applause that my fellow play goers enjoyed this bit of old-fashioned entertainment every bit as much as I did.

In the true tradition of the country school, lunch was served in the basement for donations, homemade candies and popcorn balls were sold to raise money to defray expenses of the program, and a door prize was awarded.

As I prepared to leave, I looked around for my little bench partner, but he had disappeared. Sadly, I contemplated the future when gatherings like this one would probably become extinct, like the schools that spawned them. I wondered if years from now the little teddy bear holder would

remember this night, the noise, the excitement. I wondered if someday, as an adult somewhere out there in the computerized world, he would look back and long for these traditions that we are leaving behind us so lightly.

I hoped not. I hoped he would remember Mrs. Yttreness and her 12 pupils of Brule School, and the thrill they gave us all by presenting their 'Old Fashioned Christmas Play.'"

FOOTNOTES

1. The Lennox Independent, Country School Night Supplement, Tuesday, September 4, 1975, p. 2.

2. Herbert S. Schell, History of South Dakota, Lincoln: University of Nebraska Press, 1968, p. 183.

3. Interview with Edwin Graber, Freeman, SD, 1-5-81.

4. Correspondence with Mrs. John Yttreness, Beresford, SD.

5. Interview with Doris Blakely, Madison, SD, 1-25-81. Interview with Janet Standy, Castlewood, SD, 1-25-81.

6. Interview with Mildred Smit, Lennox, SD, 2-3-81.

7. Interview with Hennetta Greenfield, Lennox, SD, 2-3-81. Interview with Mildred Smit.

8. Interview with Mary Kane, Montrose, SD, 1-9-81.

9. Interview with Albert Hofteizer, Castlewood, SD, 1-25-81.

10. Interview with Mildred Smit.

11. Interview with Doris Jibben, Lennox, SD, 2-3-81.

12. Interview with Mary Quick, Salem, SD, 1-9-81. Interview with Jane Rose, Castlewood, SD, 1-25-81.

13. Ibid.

14. Brule School Centennial Booklet 1879-1979, Union County, p. 3.

15. Historic site forms: Tobin School #11, Davison County; Lincoln #7, Douglas County; Plano Consolidated, Hanson County; and others.

16. Historic site form: Civil Bend #5, Union County.

17. Interview with Mary Quick.

18. Historic site forms: Williams #32, Union County; Walnut Grove #22, Douglas County; Smitt #51, Hutchinson County; Giedd School, Bon Homme County; Hilland #34, Haakon County.

19. Historic site form; Carr School, Stanley County.

20. Historic site form: Campbell School, Charles Mix County.

21. Historic site forms: Webster School, Aurora County; Ramsey #5, McCook County; Clarno School, Lake County; Allard #15, Union County; Farwell School, Sanborn County; Kimball 7-2, Brule County; Saybrook School, Clay County; Torrey Lake Center, Brule County; Highland Center, Lincoln County; Plainview #103, Minnehaha County; Downs School, Lake County; plus many others

22. Historic site form: Washington #32, Minnehaha County.

23. Historic site form: Lincoln #7, Lake County.

24. Interview with Charles Schrag Speck, Freeman, SD, 1-5-81.

25. Ibid.

26. Historic site form: Clark Dist. #14, Douglas County.

27. Historic site form: Foster Dist. #42, Hutchinson County.

28. Historic site form: Boyd School, Lake County.

29. Interview with Albert Hofteizer.

30. Historic site forms: Teton #13, Stanley County; Dry Creek School, Jones County; Presho #13, Lyman County.

31. Ibid.

32. Brule School Centennial Booklet, Op. Cit., p. 3.

33. Interview with Mary Kane.

34. Interview with Helen Walker, Madison, SD, 1-27-81

35. Interview with Mildred Smit.

36. Interview with Helen Walker.

37. Interview with Mary Kane.

38. Interview with Helen Walker.

39. Interview with Janet Standy.

40. Interview with Doris Jibben.

41. Interview with Bertha Randall, Junius, SD, 1-8-81.

42. Interview with Doris Blakely.

43. Correspondence with Elsie Petula, Kimball, SD.

44. Interview with Veronica O'Dea, Humboldt, SD, 1-9-81.

45. Correspondence with Mrs. Harold Wilcox, Jefferson, SD.

46. Interview with Jane Rose.

47. Interview with Doris Jibben.

48. Interview with Janet Standy.

49. Interview with Doris Jibben.

50. Interview with Jane Rose.

51. Interview with Veronica O'Dea.

52. The Scene, Beresford, SD, December 21, 1978, p. 3, 12.

TEACHERS: THEIR ROLES, RULES AND RESTRICTIONS IN SOUTH DAKOTA

A RESEARCH REPORT

by

HERB BLAKELY

COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

A NATIONAL ENDOWMENT FOR THE HUMANITIES GRANT

TO THE

MOUNTAIN PLAINS LIBRARY ASSOCIATION

MARCH, 1981

TEACHERS: THEIR ROLES, RULES AND RESTRICTIONS

Our Teacher
by
Ida Mae, 14
Lincoln County

Our teacher is a friend
Who loves with us to work;
Her job means everything to her
And she doesn't ever shirk.

Our teacher is quite musical;
On piano we learn to play,
And we learn about the notes
As we play from day to day.

Our teacher is a carpenter--
She saws and paints and nails;
How ever can she do it!
She never seems to fail.

Our teacher is our playmate
For tag or playing ball,
And she makes the games go smoother.
She's the favorite of us all.

Our teacher is a teacher
Who teaches us new things;
We think she is the greatest
And to her own hearts do sing.

Yes, our teacher is our helper
In everything we do;
She's always there when needed;
I know you'd like her, too![1]

The teacher in the one-room rural school led a hard, demanding life and yet, a fulfulling life. Oftentimes, she or he had trouble just getting to the schoolhouse. In Lincoln District #38, located four miles southwest of Springfield in Bon Homme County, the teacher at one time had to crawl on her hands and knees up a big hill--it was so icy she could not walk up the hill. This teacher used

to walk one and one-half miles to and from school every day.[2] Doris Blakely, who went to Castlewood #3 during World War II, related the fact that her teacher one year lived in Castlewood and her school was about nine miles northwest of Castlewood. The teacher would ride the school bus to the Thomas Corner which is three miles from Castlewood #3. She would walk the rest of the way. At night she would walk back to the Thomas Corner and then catch the school bus going back into Castlewood. There were many days that the teacher would not make it to her school. The kids all liked the teacher because they got out of a lot of school that year.[3]

Many times in the earlier days the teacher and some of the students would ride their horse to school. There was a horse shed adjacent to some of the rural schools.[4] Veronica O'Dea, who taught rural school in the Senic area of western South Dakota in 1917, would ride her horse fifteen miles on Sunday afternoon from her home to the place she boarded. She would let her horse out in the pasture and the horse would show up again on Friday after school ready to be ridden the fifteen miles home again. Mrs. O'Dea marveled at how the horse knew it was Friday afternoon.[5]

The teacher had many extra duties connected with the rural school. In the vast majority of cases she was her own fireman, own janitor, own disciplinarian, and own nurse, besides providing a meaningful learning experience for the children under her tutorage. In most cases, the teacher would come early in the morning to start the fire and have the

schoolhouse somewhat warm by the time the children arrived at 9 o'clock.[6] A few teachers hired some of their older children to start the fire for them in the morning. Albert Hofteizer was paid 5¢ a day to start the fire in the schoolhouse east of Castlewood early in the twentieth century.[7] The teacher in the Lincoln District #38, Bon Homme County, also paid 5¢ to one of the older boys to start the fire in the morning.[8] Jeanette Staudy had a neighbor take care of her fire for her when she started teaching in Dempster #1, Hamlin County, in the fall of 1922. For this act of kindness the neighbor would only take a box of cigars at the end of the year.[9]

For at least one teacher the fact that she had to take care of her own fire was the deciding factor in her taking a town school over a country school. When Ruth Gramstad graduated from Eastern Normal, Madison, SD, in 1936, her mother stated, "I don't want you making your own fire." That was the deciding factor in taking a job in Chester rather than a rural school in Lake County.[10]

According to Mary Quick, former Superintendent of Schools in McCook County, one teacher south of Salem before World War I used to keep the schoolhouse extremely cool during the day; so cool, in fact, that several of the children got sick. What she was doing was saving the coal so she could have a nice fire for when her boyfriend visited after school. Needless to say, she did not last out the school term.[11]

The school board for the common districts consisted of three members. It was the board's responsibility to hire the teacher. Oftentimes the openings were learned of through word of mouth.[12] Sometimes the County Superintendent of School's office acted as a clearing house, matching prospective teachers up with openings in the rural schools.[13] Oftentimes, the County Superintendent would know of particular circumstances that required special handling. For example, in Pearl township in northern McCook County they were having problems finding adequate teachers during the 1930's. This is a heavy Protestant area. There was a good man teacher that was available but he was Catholic. The County Superintendent helped him secure a job and did not tell anybody he was Catholic. This worked out well.[14]

Another time in Ramsey township in McCook County during the 1930's, the County Superintendent of Schools made her visit to one of the schools in the township. The teacher was a young girl who had had previous experience in Clay County. The County Superintendent noticed that there were exam questions written on the blackboard. She thought they were part of the eighth grade examination that was required before the children received their eighth grade diploma. The County Superintendent was not sure of this, so she did not confront the teacher at the time she first saw the questions. She returned to her office that afternoon and checked the eighth grade examination. Sure enough, the questions the teacher had on the board were the same ones in the eighth grade

examination. Obviously, the teacher had been coaching her students for the eighth grade examination. The next morning the County Superintendent returned to the school and fired the teacher on the spot, telling her to get out of the county. When the local school board found out about this, they approached the County Superintendent demanding an explanation. The County Superintendent explained what had been going on. After hearing the explanation, the school board agreed with the action taken. Another teacher was secured with the help of the County Superintendent. The Superintendent then called the Clay County Superintendent and asked her why she had given this girl a recommendation. The Clay County Superintendent replied, "I knew she was a poor teacher, but I didn't have the heart to have her certificate revolked (she had been in trouble in Clay County for the same offense) and I knew you would."[15]

It was the school board's job to keep the school going. Any repairs of the school were the responsibility of the board. The men on some school boards cleaned the school themselves before school started in the fall.[16] In Highland township, Brule County, fire breaks were plowed around each of the schools by members of the school board. Also, the school buildings were banked each fall with the banking removed in the spring. If the work was not done by the board, the student pay in the 1880's was a dollar and a half each for banking the school, plowing fire breaks and cleaning the school.[17] Many school board members had greater longevity

than the teachers. In the schools of Highland township, Brule County, many school board members served fifteen years or more.[18] Orland Independent School District operated a four-year high school in the country about eleven miles southwest of Madison. The years of operation were from 1921 until 1967. During this time, one school board member served continuously.[19] This certainly exemplifies the dedication of this man, Carl Nelson.

Two of the interviewees for this project mentioned serving something hot at dinner time. Alice Goeman, who taught many years in the Lennox vicinity, states that the children would bring something from home like a potato and then they would heat it in a can over the stove. They tried to have something hot every day such as milk, potatoes, gravy or hot chocolate on Fridays.[20]

Mary Kane, who grew up in Sanborn County north of Artesian during World War I, states that in her rural school they had hot lunches supplied by the mothers. The mothers would take turns, usually about once every two weeks, fixing the meals and serving the meal for all the children in the school. This practice was discontinued after a while (doesn't specify specific time period) because there got to be too much competition between the mothers, in that each would try to outdo the others. It led to hard feelings among the neighbors.[21]

Kathryn Hunt, who taught for thirteen years mainly in the rural schools of Hutchinson County, recalls being a nurse

to the children in 1919. She had a boy, nine or ten years old, who swallowed a shingle nail. The boy was frightened, his classmates were frightened, Kathryn was frightened. She hit the boy hard on the back and, fortunately, the nail came out. Another time Mrs. Hunt had a girl who choked on the core of an orange. That time one of the kids pulled the orange core out of the girl's throat.[22]

The children oftentimes tried the teacher's patience. All of the retired teachers interviewed (fifteen) said they did not have any problems with discipline themselves. However, some of them related incidents that happened when they were children in rural schools. Jeanette Staudy stated that she established positive attitudes in the classroom by setting a good example for all to follow. Katherine Bruns, who taught rural schools in Moody County, stated that the discipline began at home. "If the child got in trouble at school, he knew he was in trouble at home, too."[24]

Veronica O'Dea, who taught rural school in the Senic area as previously mentioned, had an incident that spanned many years. One of the bigger boys pulled a handful of hair from another boy's head. Veronica slapped the boy and proceeded to give him a good tongue-lashing. The next day the boy's uncle came to school and said that the boy's father was not home and he was afraid of what he would do when he found out that his son had been hit in the face by Veronica. Mrs. O'Dea was really worried about what the father would do to her. The father never came to the school to deal with

Mrs. O'Dea. Six years passed, and Mrs. O'Dea met the father on a train she was riding. He sat down next to her and said, "I have been wanting to thank you for a long time for what you did for Harvey. You made a man out of him."[25]

Many rural school teachers probably never used force, but the threat to use force was enough. Mr. Emil Loriks, a prominent South Dakota politician who ran against Senator Karl Mundt in 1938, shared his recollections of his rural school. "I attended rural school from 1900 to 1908 at Spring Lake #8 in Kingsbury County. School attendance varied between twenty to thirty. The first teacher had a rawhide whip hanging on the wall. I don't recall him using it, but we were all impressed."[26]

There were several very interesting episodes of children acting up in the rural schools that were obtained in the oral interviews. Albert Hofteizer recalls that one teacher he had "didn't make us mind too good."[27] One time one of the bigger boys was acting up in his seat. The teacher went over to him and was going to hit him with her hand. The boy that was acting up ducked and the boy next to him got the teacher's hand in his face. This incident is still talked about today when the participants get together.[28]

Kathryn Hunt, who went to rural school in southern Turner County, recalls that she had a man teacher that was crosseyed. The older boys would sneak out the door one by one and then go sliding on a hill nearby. This would continue until there were only two or three children left in the class

and then the teacher would dismiss them and go out to watch everybody sliding. Needless to say, this teacher did not last the term out.[29]

Jane Rose, who went to rural school east of Castlewood, recalls that she and her classmates would go ice skating on the creek near the school and would not hear the bell sometimes.[30]

Ted Jongeling, who went to District #66 in Lincoln County about eight miles north of Lennox in 1926, recalls that he and some other boys tied the teacher to a telephone pole. She was a first year teacher. They left her tied up for about ten minutes. After that the kids "all loved her."[31]

Edwin Graber, who taught rural schools in Turner and Hutchinson Counties in the 1920's and taught at a rural consolidated school in southern Turner County in the 1930's, recalls that the children used to use German swear words on the playground.[32] This is a heavily German-from-Russia area.

Charles Schrag Speck, who taught rural schools in northern Turner and Hutchinson Counties in the 1920's, recalls that he spanked only one child during his seven years of teaching. This boy became a model student after the spanking. Mr. Speck said the students were always testing a new teacher out to see just how far they could go. He felt that a male teacher had an advantage over a female teacher when it came to discipline. He estimated that only about 5 percent of the rural teachers in Turner and Hutchinson Counties were male in the 1920's.[33]

Holger Latt, who attended rural school east of Sioux Falls in 1909, remembers when the big kids hung the little kids up on the clothes hooks by their overall suspenders.[34] He recalls that they had one teacher who was extremely cross. They did not dare to ask any questions or they would get bawled out. If they didn't ask questions, they would get bawled out. The kids did not learn much that year. One day this extremely grouchy teacher was walking across a pond in the pasture on the ice. She fell in up to her neck. The kids wished the "bitch" would have drowned.[35]

Glenda Thompson, the teacher at the Graceville Colony School in Lake County (1980-81 school year) says that there are no discipline problems with the children in the colony school. She says she can have them repeat their work several times without any complaints.[36] The children clear their desks after school and the older children sweep the floor and rearrange the desks and pews so the building will be ready for church after supper.[37]

In researching the material for this report, three unusual occurrences relating to teachers were uncovered. Albert Hofteizer related that while he was attending a rural school east of Castlewood in about 1905 the teacher went back to Chicago for Christmas vacation and never returned. There was a big hotel fire in Chicago and the people in South Dakota assumed he was in that fire. It never was determined what actually became of him.[38] Veronica O'Dea, while attending school by Senic in western South Dakota in about 1909,

had a male teacher who took off in the middle of the year because the law was after him.[39] The Milk Camp Community school, the first and oldest government school on the Rosebud Reservation, was established in 1873. The second teacher there, a Mr. Don Taylor, was shot to death while sitting in the teacher's chair.[40] Motive and killer are not known by the author.

The teachers in the rural schools were usually not harsh and overbearing. In fact; in the vast majority of cases, they were kind and caring. Jane Rose, who went to school east of Castlewood, remembers that there was no one at home at her house during the day. She had a little sister that was two years old. The little sister came to school with Jane because there was nothing else to do with her. The teacher and other children welcomed her and looked after her during the school day.[41] Mildred Smit, who went to rural school around Davis in Turner County, experienced much the same treatment as previously mentioned. She had lost her mother as a young girl and was very bashful when she first started rural school. The teacher let Mildred sit on her lap and cuddle up to her. Mrs. Smit states that the children and teacher in the rural school were really one big family with the teacher the mother.[42]

The rural teacher was literally part of the family when it came to where most rural teachers stayed. The teacher usually boarded with a family near the school. Albert Hofteizer stated "the teacher was really part of the family."[44]

The charge for board and room varied with the times. Pat Peterson, who attended a rural school in Todd County in the late 1940's, had teachers board with her parents. One of the things the kids didn't really like was that if there was real bad weather and you had a teacher staying at your house, you had school anyway even if there was a blizzard outside.[44]

Kathryn Hunt paid twelve dollars a month room and board in 1915.[45] Jeanette Staudy paid one dollar a day for board in 1923, teaching in a rural school by Dempster in Hamlin County.[46] Hennetta Greenfield, a retired teacher with forty-four years of teaching experience, paid twenty dollars a month in the mid-1920's for room and board in Douglas County.[47] Charles Schrag Speck also paid twenty dollars a month for room and board in Turner County in the 1920's.[48] Doris Jibben, who was teaching around Lennox in 1940-41, only paid ten dollars a month for board and room.[49]

Some teachers stayed at home and taught the "home school." Mary Quick (McCook County), Mary Kane (Sanborn County) and Ruth Gramstad (Lake County) were three teachers who did this.[50]

Teacherages were not popular in South Dakota. The author and his wife traveled the twenty-one counties in southeastern South Dakota and it was found that there were no teacherages connected with the typical one-room school. The only teacherages that were found were in conjunction with consolidated high schools in the rural areas. Three of these high schools had teacherages connected with them. Plano Consolidated School (about six miles north and six miles east

of Mitchell in Hanson County), Orland Consolidated School (eleven miles southwest of Madison in Lake County) and Pleasant Lake Consolidated (three miles west and three and one-half miles north of Stickney in Aurora County) are these three schools.[51] The teacherage at the Orland School was used by the Superintendent and his wife, which by the way, were the only married teachers in the Orland School during the 1920's.[52]

What were the wages the rural teachers received? This varied somewhat with the length of term, time period involved, economic condition prevailing, teacher's qualifications and whether you were a male or female. The average monthly salaries in Dakota Territorial days are summarized in the following table.[53]

AVERAGE MONTHLY SALARIES IN DAKOTA TERRITORY

Year	Women Teachers	Men Teachers	Average
1864	--	--	--
1866	--	--	$19
1868	--	--	26
1870	--	--	22
1872	--	--	22
1874	--	--	24
1876	29	33	31
1878	26	37	31
1880	32	32	32
1882	30	39	34
1884	31	38	35
1886	30	35	32
1888	32	36	34

In 1884 in Highland Township, Brule County, the teacher received twenty dollars a month for a three-month term.[54] In 1888 the teachers in this township were receiving twenty-seven and one-half dollars a month for four-month terms.[55]

In 1890 the average monthly salary for male teachers was $49.00. The average for female teachers was $37.00. In 1894 the average male salary per month was $36.00 and the average female salary per month was $32.00. It was not until 1906 that the salaries surpassed what they had been in the year 1890.[56]

By 1908 the teachers in Highland township, Brule County, were paid according to the teacher certificate they possessed--first grade-$50, second grade-$45, and third grade-$40.[57]

Many of the retired teachers interviewed commented on their salaries over the years. When Kathryn Hunt started teaching in 1915, she received $60 a month.[58] When Jeanette Staudy started teaching in 1923, she received $15 a month--the least she ever received.[59] When Mary Kane started teaching in the 1920's, she received $60 a month. All during the 1920's she never received less than $60 nor more than $65 a month.[60] Veronica O'Dea started teaching around Senic (rougher country) in 1917 for $100 a month.[61] Helen Walker, former County Superintendent of Schools for Lake County, started teaching in 1925 for $90 a month.[62] Hennetta Greenfield made $100 a month in 1924 in Douglas County.[63] Mary Quick, former County Superintendent of Schools of McCook County, received $45 a month during World War I.[64] Doris Jibben was making $60 a month in 1940.[65] Alice Goeman made about $90 a month during the 1920's.[66] Charles Schrag Speck made between $105 to $125 a month during his seven years of rural school teaching in the 1920's.[67]

During the 1930's, the average rural teacher's salary decreased 41 percent in South Dakota.[68] The County Superintendent for McCook County would not let the local boards of education in McCook County hire teachers for less than $50 a month. Many teachers in surrounding counties were working for $40 a month.[69]

Some teachers had trouble getting paid during the 1920's and 1930's. The South Dakota Educator described the process: "There seems to be no justification for the disgraceful method, largely prevalent, of paying rural teachers. At the end of the month they have to secure a rig of some sort, go several miles to the clerk's home, get a warrant (if he happens to be at home), chase across the district to get the chairman to countersign it, then race back in another direction to see the treasurer and secure from him a check on some bank in town; or else have him write across the back of it: 'Presented for payment this _____ day of _____, 192__, and not paid for want of funds;' after which she drives to town and sells it for 95 cents on the dollar to pay her board bill. It's a disgrace! Teachers should have their pay checks delivered to them, without expense and without discount, on the last Friday of each school month. They are at least entitled to this much business consideration."[70]

Damar Osterberg made between $200 to $250 a month in the 1950's.[71] When Hennetta Greenfield retired in 1962 after forty-four years' experience, she was making $4,500 a year.[72]

It is very evident that the rural school teacher labored tirelessly throughout the years for a very minimum in salary. The rural teachers' salaries did not progress very much even from territorial days. The 1930's saw a decline, with a little adjustment during the World War II period and on into the 1950's.

The South Dakota Education Association did an extensive salary comparison with teachers' salaries and salaries of other occupations in 1907-08. This difference of salaries has probably been maintained throughout the years. They also compared teachers' salaries with the amount of preparation.

COMPARISON OF SALARIES[73]

Occupation	No. of Replies	Ave. Yrs. in S.D.	Ave. Mo. Per Yr.	Average S.D. Salary		
				First 5 yrs.	Second 5 yrs.	Third 5 yrs.
Teacher	319	5.5	8.3	$321	$413	$527
Doctor	50	8.7	12.0	1816	2279	2741
Lawyer	53	12.8	12.0	1289	1983	2531
Preacher	53	6.0	12.0	890	1017	1169
Mechanic	30	11.3	10.3	774	801	1009
Clerk-Accountant	113	7.2	11.2	775	1106	1365

COMPARISON OF TEACHERS' EARNINGS[74]

Class of Teacher	No. of Cases	Ave. annual salary in SD		
		First 5 yrs.	Second 5 yrs.	Third 5 yrs.
College Graduate	58	$553	$680	$815
Normal Graduate	82	321	437	570
High School Graduate	97	215	314	427
Non-Graduate	82	193	223	295

The average of all teachers' salaries in South Dakota in the 1960-61 school term was $3,675, with only Arkansas and Mississippi lower. The national average was $5,215.[75]

Generally, the County Superintendent of Schools and the Deputy County Superintendent of Schools received less money than the average classroom teacher. When Veronica O'Dea moved into the Deputies position in the County Superintendent's Office in 1931, she took a pay cut. Her salary in 1931 was $60 a month.[76] Helen Walker received $125 a month in 1943 in the County Superintendent's position in Lake County. This was also a drop in pay from what she was getting.[77] When Helen retired from the County Superintendent's Office twenty-six years later, her salary was $6,500 a year.[78]

The duties of the County Superintendent of Schools are many and varied. The office was responsible for the general supervision of all schools in the county. There were numerous reports that had to be completed and filed or sent to Pierre. The Superintendent was required to make at least

one visit per year to each rural school in the county. Usually, more than one visit of each school was accomplished. This was the "fun part of the job" according to Helen Walker. Usually, two schools per day were visited. When there were twenty-five or more rural schools in a county, a Deputy County Superintendent of Schools could be hired. The Deputy's duties were mainly of a bookkeeping nature. The County Superintendent was responsible for administering or setting up the administration of the seventh and eighth grade examinations. The examinations were graded in the County Superintendent's office. After reorganization of the rural schools in South Dakota during the late 1960's, the County Superintendent of Schools Office was phased out of existence in 1969.[79]

Qualifications of early teachers were wide and varied. Teacher certification in 1863 provided that the County Superintendents examine all who applied for teaching certificates on moral character, learning, and ability to teach. If these qualifications were acceptable, the teacher was issued a certificate which read: "This is to certify that Mary Doe has been examined and found competent to give instruction in orthography, writing, arithmetic, English grammar and, having exhibited satisfactory evidence of good moral character, is authorized to teach these branches in any common school within this county." This paper was signed by the County Superintendent and was good only in the county in which it was issued. A uniformed teacher's examination law and system of

graded certificates was first passed in 1879; standards were broadened in 1883 and the "professional" certificates made valid for five years. The 1887 Lesislature made a few changes in the law but provided that the examination was to include questions on the following subjects: civil government, bookkeeping, theory and practice of teaching, elements of natural philosophy, elementary geometry and algebra, and physical geography. The manner in which these examinations were written determined for the board the applicant's knowledge of English grammar, orthography and penmanship.[80]

The teacher was granted a certificate according to the number of questions answered correctly on the examination. In 1893 the first grade certificate was valid for three years, the second grade certificate for one year in any school in the county, and the third grade certificate for one year or less only in schools designated by the County Superintendent. A State certificate was issued upon successful completion of a Normal School course, successfully passing selected examinations, successfully writing three- to five-thousand word thesis on a special topic, and completion of ten years as a successful teacher. In 1894 there were 94 State certificates, 542 first grade certificates, 2,291 second grade certificates, and 664 third grade certificates.[81]

The State Superintendent of Public Instruction Report in 1892 raised concern for the standards of issuing the certificates other than the State certificate. Under our laws the County Superintendent need not necessarily be

capable of passing the examination for the lowest grade certificate, and yet he has the authority to decide who may teach in the common schools of the country.

County examination papers marked above the average by the Superintendent of one county would, in many cases, be rejected by the Superintendent of the adjoining county. In other words, an applicant pronounced incompetent to teach in one county can often secure a license to teach simply by crossing the county line, notwithstanding the fact that the questions sent out from the state department to the two counties are identical.[82]

Starting in 1911, the first grade certificate could be obtained with four years in a normal school after the eighth grade or a single year normal course after graduating from a four-year high school. The second grade certificate could be obtained by taking a two-year normal course after the eighth grade.[83]

Six of the retired teachers that were interviewed in connection with the project specifically mentioned that they possessed a first grade certificate when they started out. Two specifically mentioned that they possessed second grade certificates when they started out and seven did not mention the type of certificate held. Three of the retired teachers took the normal school course of study in high school that would allow them to teach in the fall after graduation. Mrs. Staudy stated that fifty percent of her graduating class of 1922 in Castlewood High School were taking the normal school

course of study in high school. There were ten in her senior class.[84]

Hennetta Greenfield recalls taking the examination for the first grade certificate in Plankinton. She stated that the test took three days to complete.[86]

If your teaching certificate was not in force and your services as a teacher were needed, usually something could be worked out. When Doris Jibben returned to teaching in 1960 after a lapse of several years, her certificate had expired. A call was made to Pierre by a member of the local common school board and it was OK'd to teach on a temporary certificate.[86] Ruth Gramstad stated that for years in the 1940's a teaching certificate could be renewed by just paying the renewal fee. When she was teaching at the Orland Consolidated School in 1950, the administrator there requested the number of her teaching certificate. It was learned that her certificate had expired. This was the first time in several years that any person had bothered to check to see if her teaching certificate was in force or not. She did not know herself that it had expired.[87]

The teaching certificates dating from the 1920's required a signature of the County Superintendent each year on the back of the certificate to verify that you had actually taught in that county that year. Also, when the certificate was renewed, the State Superintendent of Public Instruction stamped it as such.[88]

World War II brought about a shortage of rural school teachers in South Dakota. Women were attracted to higher paying jobs elsewhere. Consequently, the teacher qualifications were lowered. The State Department of Education took two actions to help alleviate the teacher shortage. One of them enabled high school graduates to teach the following year if they took specified courses during summer school. This qualified them for a second grade certificate. The other measure removed the pre-war requirement that six semester hours of college credit must be earned to renew certificates.[89]

When the author graduated from high school in 1954, the provision that one could teach in a rural school after six weeks of summer school preparation was still in force. The term for people doing this at that time was "six-week wonders."[90]

This lack of preparation was noted in 1952 by Dean W. W. Ludeman of Southern State Teachers College in connection with his annual statewide survey of teacher supply and demand. In 1941-42 the average training of rural teachers in South Dakota was above one year of college but by 1951-52 more than one hundred of the three hundred rural school teachers in the state were on permits with less than one year of college training.[91]

Today rural school teachers are treated no differently than town teachers in relationship to certification requirements, renewal requirements and salaries, if the district has a salary schedule.[92]

It is interesting to note that a letter of recommendation for Miss Jeanette E. Kones (Jeanette Staudy), written for her by the clerk of Dempster School District #1 in Hamlin County in 1923, concerns itself almost totally with her moral character.

"To Whom It May Concern:

I sincerely recommend Miss Jeanette E. Kones as a successful teacher.

While teaching our school, she was a teacher we could be proud of. A girl of splendid character, with name above reproach.

She is a faithful member of her church, and is in all her ways a true Christian, her faith in the Bible is very sincere and her whole attitude expresses good morals and a clean upright life.

She is also a very sociable person and a leader in any community.

I take great pleasure in recommending Miss Kones to any school board.

Dempster School District #1
J. A. Sikkink (clerk)"[93]

From the very early days, teachers were expected to live up to extremely high standards. The following rules were supposedly in effect for teachers in Dakota Territory in 1872:

"INSTRUCTIONS TO TEACHERS

DAKOTA TERRITORY

SEPTEMBER, 1872

1. Teachers will fill lamps, clean chimneys and trim wicks each day.
2. Each teacher will bring a scuttle of coal and a bucket of water for the day's use.
3. Make your pens carefully. You may whittle nibs for the individual tastes of children.
4. Men teachers may take one evening each week for courting purposes or two evenings a week if they go to church regularly.
5. After ten hours in school, the teacher should spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in other unseemly conduct will be dismissed.
7. Every teacher should lay aside from his pay a goodly sum for his declining years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor in any form, frequents a pool or public hall, or gets shaved in a barber shop will give good reason for suspecting his worth, intentions, integrity and honesty.
9. The teacher who performs his labors faithfully and without fault for five years will be given an increase of 25 cents a week in his pay providing the board of education approves."[94]

During the time period that the interviewees were connected with the country schools, either in the capacity of a student or a teacher, these strict written rules did not seem to be in effect. Charles Schrag Speck, who taught rural school during the 1920's, stated specifically that these earlier rules had been dropped during the 1920's. "This was a good thing, otherwise I would have broken them all."[95] Other former teachers interviewed stated that as far as they knew, there were no specific rules of conduct written down while they were teaching. However, it was understood by everyone concerned that the teacher must be the example for the rest of the community and her moral character must be above reproach.[96]

Several interviewees mentioned the fact that the teacher should be unmarried when she was teaching rural school. This rule did not seem to be written down but was understood by all concerned. This rule seemed to come into effect during the late 1920's and continued through the 1930's. By World War II time, there was such a shortage of teachers that married women were encouraged to return to the classroom. Several of the retired teachers interviewed stated that their teaching career ended when they married or else they did not return to teaching until the World War II period or after.[97] The reasons most commonly given for this unwritten rule were the pregnancy concern and the fact that a married woman had a husband to support her and, consequently, did not need the teaching job.[98]

The only married teacher that the author interviewed that kept teaching in the late 1920's and through the 1930's was Mrs. Goeman, who taught rural schools in the Lennox area. She stated that she thought she had blazed the trail for many of the other married teachers. She was never forced to quit because of her marital status. She said she didn't voluntarily quit because she needed the job.[99]

The daily routine of the rural classroom is outlined in detail in the research report on ethnic groups. The daily routine was summarized for a typical day in the Graceville Colony School in Lake County. It is the author's opinion that the routine would not differ very much from the one outlined except for the religious connections that were evident in the colony school. Therefore, it is not necessary to outline the daily activities in this research report. However, a few interesting sidelights should be noted.

Mary Kane, who attended rural school in Sanborn County, stated that in her school they had a routine worked out between the teacher and the children that seemed to work quite well for keeping order in the classroom. If the teacher was helping someone else, there was sign language that could be used to ask permission to do certain things. If the teacher agreed, she would nod her head up and down; if she disagreed, she would shake her head crosswise. One finger raised was asking permission to speak, two fingers raised was asking permission to sit with another, three fingers raised was asking permission to leave the room, and

four fingers raised was asking permission to sharpen a pencil.[100] It is not known if such systems like this were widespread or not, but the author is of the opinion that they probably were not, as Mary is the only interviewee that mentioned any type of system like this in the classroom.

Katherine Bruns found it difficult to gauge the time right. There were several subjects to cover and several different grades. The teacher had to be very well organized. More comment on this will be made in the curriculum research report. Katherine, as well as others, spent more time with the little ones. She had a second grader that used to take the seventh grade spelling words with the seventh graders.[101] There undoubtedly were many things that the younger children learned from listening to the older children's lessons. Hennetta Greenfield stated "in the rural school the child was taught eight times over."[102]

Doris Jibben thought she worked the hardest during her first year of teaching. She stated "You learn that the school day is only so long."[103]

Education officials were concerned about the rapid turnover of teachers in the rural schools in South Dakota. Superintendent of Public Instruction, Fred L. Shaw, addressing the South Dakota Education Association in 1919, made an extremely harsh attack on permability of the South Dakota rural teacher. "No man or woman with a family could possibly live and support it on the salary of an ordinary teacher. No man or woman with any degree of ability has to. The average

rural teacher is nothing more than a high grade tramp, wandering around from school to school, here today, gone tomorrow, with no permanent home, no particular interest in the community. If she fails in her work, there is always some other county school board willing to employ her."[104]

Many of the rural school teachers did change schools a number of times. In Washington School District #132 in Minnehaha County, there were thirty-nine different teachers in the school from 1916 to 1966. That is an average of one year and three months per teacher.[105] Lincoln School District #7 in Lake County employed forty-eight teachers in the fifty-four years it was operating from 1902 to 1956.[106] Mayfield School #35 in Yankton County had twenty-seven different teachers in fifty-seven years from 1915 to 1971.[107] That is just over two years per teacher in this rural school. Orland Consolidated School in Lake County had two hundred teachers in its forty-eight years of existence.[108]

The majority of rural school teachers in South Dakota showed a great deal of dedication to their work. Mrs. Alice Goeman stated, "Many a night I worked until 2 o'clock in the morning correcting papers. I did not let my youngsters correct each other's papers; I wanted to know what they were doing."[109] Mary Kane stated "I don't think the rural school education I received could have been much better. The teachers were so dedicated. They wanted the children to learn."[110]

One former rural school teacher said of his teaching experience, "My year as rural school teacher was freighted

with experience. I developed a certain versatility as a rural school teacher; as a disciplinarian, as sociologist, as administrator of first-aid, inspiring my twenty-three pupils to develop their powers and personalities to the limit, to appreciate reading poetry, nature study, to inspire the school neighborhood to be proud of the people and the area and, above all, to work to be American in body and soul."[111]

Many factors contributed to the education that the child received in the one-room rural school in South Dakota: the building itself, the supplies, the community spirit, the desire to learn by the individual, the cooperation of all concerned, the curriculum offered, but the most important factor was the teacher. A school was no better than its teacher. Certainly, many generations of South Dakota young people owe a great depth of gratitude to the teachers that lighted the spark in their quest for learning. Certainly, a big "thank you" is in order.

FOOTNOTES

1. The Lennox Independent, Country School Night Supplement, Tuesday, September 4, 1975, p. 3. No date was given for this poem.

2. Correspondence with Walter and Grace Ludens, Springfield, SD. No date was given as to when this occurred.

3. Interview with Doris Blakely, Madison, SD, 1-25-81.

4. Correspondence with Walter and Grace Ludens concerning Lincoln District #38, Bon Homme County. Correspondence with Elsie Petula, Kimball, SD, concerning Highland School #5, Brule County. Historic site form for James School, Moody County, plus other historic site forms.

5. Interview with Veronica O'Dea, Humboldt, SD, 1-9-81.

6. Correspondence with Mildred Rumrill concerning the Boyd School west of Lake Herman, Lake County. Interview with Irva Oltmanns, Lennox, SD, 2-3-81.

7. Interview with Albert Hofteizer, Castlewood, SD, 1-25-81.

8. Correspondence with Walter and Grace Ludens.

9. Interview with Jeanette Staudy, Castlewood, SD, 1-25-81.

10. Interview with Ruth Gramstad, Montrose, SD, 1-29-81.

11. Interview with Mary Quick, Salem, SD 1-9-81.

12. Interview with Kathryn Hunt, Salem, SD 1-9-81.

13. Interview with Helen Walker, Madison, SD, 1-27-81.

14. Interview with Veronica O'Dea.

15. Ibid.

16. Interview with Irva Oltmanns.

17. Correspondence with Elsie Petula, Kimball, SD, about schools in Highland township, Brule County.

18. Ibid.

19. Orland School All School Reunion July 2-3, 1977, p. 2.

20. Interview with Alice Goeman, Lennox, SD, 2-3-81.

21. Interview with Mary Kane, Montrose, SD, 1-9-81.

22. Interview with Kathryn Hunt.

23. Interview with Jeanette Staudy.

24. Interview with Katherine Bruns, Madison, SD, 12-12-80.

25. Interview with Veronica O'Dea.

26. Marian Cramer, "The Four R's: Reading, 'Riting, 'Rithmetic, Rural" pp. 65-75 in Papers of the Twelfth Annual Dakota History Conference, H. W. Blakely, Editor, Dakota State College, Madison, SD, 1981, p. 72.

27. Interview with Albert Hofteizer.

28. Ibid.

29. Interview with Kathryn Hunt.

30. Interview with Jane Rose, Castlewood, SD, 1-25-81.

31. Interview with Ted Jongeling, Lennox, SD, 2-3-81.

32. Interview with Edwin Graber, Freeman, SD, 1-5-81.

33. Interview with Charles Schrag Speck, Freeman, SD, 1-5-81.

34. Correspondence with Holger Latt, Castlewood, SD.

35. Ibid.

36. Interview with Glenda Thompson, teacher at Graceville Colony School, Lake County, 1980-81 school term, 3-5-81.

37. Field notes by author who spent half a day in the Graceville Colony School, Lake County, 3-5-81.

38. Interview with Albert Hofteizer.

39. Interview with Veronica O'Dea.

40. Historic site form: Milk Camp Community School, first and oldest government school on Rosebud Reservation est. 1873.

41. Interview with Jane Rose.

42. Interview with Mildred Smit, Lennox, SD, 2-3-81.

43. Interview with Albert Hofteizer.

44. Interview with Pat Peterson, Madison, SD, 12-12-80.

45. Interview with Kathryn Hunt.

46. Interview with Jeanette Staudy.

47. Interview with Hennetta Greenfield, Lennox, SD, 2-3-81.

48. Interview with Charles Schrag Speck.

49. Interview with Doris Jibben, Lennox, SD, 2-3-81.

50. Interview with Mary Quick. Interview with Mary Kane. Interview with Ruth Gramstad.

51. Historic site form: Plano Consolidated School in Hanson County; Pleasant Lake Consolidated School in Aurora County. Field notes for Orland Consolidated School in Lake County.

52. Interview with Ruth Gramstad.

53. Walter William Ludeman, "Studies in the History of Public Education in South Dakota" pp. 375-502 in South Dakota Historical Collections, Vol. 12, 1924, p. 457.

54. Correspondence with Elsie Petula, Kimball, SD, concerning the schools in Highland township, Brule County.

55. Ibid.

56. Herbert Blakely, "Themes of South Dakota History," pg. 68-78 in South Dakota Historical Collections, Vol. 35, 1970, p. 74.

57. Correspondence with Elsie Petula.

58. Interview with Kathryn Hunt.

59. Interview with Jeanette Staudy.

60. Interview with Mary Kane.

61. Interview with Veronica O'Dea.

62. Interview with Helen Walker, Madison, SD, 1-27-81.

63. Interview with Hennetta Greenfield.

64. Interview with Mary Quick.

65. Interview with Doris Jibben.

66. Interview with Alice Goeman.

67. Interview with Charles Schrag Speck.

68. Cleata B. Thorpe,"Education in South Dakota: Its First Hundred Yeras 1861-1961" pp. 205-444 in South Dakota Historical Collections, Vol. 36, 1972, p. 301.

69. Interview with Veronica O'Dea.

70. Cleata B. Thorpe, Op. Cit., p. 284.

71. Interview with Damar Osterberg, Salem, SD, 1-9-81.

72. Interview with Hennetta Greenfield.

73. Ralph V. Hunkins, SDEA, The First Seventy-Five Years, SDEA, Pierre, SD, 1958, p. 50.

74. Ibid., p. 50.

75. Cleata B. Thorpe, Op. Cit., p. 386.

76. Interview with Veronica O'Dea.

77. Interview with Helen Walker.

78. Ibid.

79. Ibid.

80. Jane Boorman, "A Frontier Learns of God and Man," pp. 162-185 in Dakota Panorama, J. Leonard Jennewein and Jane Boorman, editors, Midwest-Beach Printing Company, Sioux Falls, SD, 1961, pp. 174-75.

81. Herbert Blakely, Op. Cit., p. 73.

82. Ibid. pp. 73-74.

83. U.S. Bureau of Education, The Education System of South Dakota Bulletin No. 31, 1918, Government Printing Office, Washington, D.C., 1918, pp. 232-233.

84. Interview with Jeanette Staudy; the retired teachers that took the normal school course in high school were Randall, Staudy, and Goeman.

85. Interview with Hennetta Greenfield.

86. Interview with Doris Jibben.

87. Interview with Ruth Gramstad.

88. First Grade Certificate of Jeanette Staudy issued in November of 1925.

89. Cleata B. Thorpe, Op. Cit., p. 339.

90. The author graduated from Brookings High School in the spring of 1954. He could have gone to summer school at Dakota State College, taking specific courses and taught rural school in the fall of 1954. In the author's opinion, he was not ready for this responsibility after just graduating from high school. Perhaps some of the young girls in the earlier days were not sufficiently mature either.

91. Cleata B. Thorpe, Op. Cit., p. 366.

92. First-hand knowledge, as the author has been on the Lake Central School Board (Madison) for seven years.

93. Letter of recommendation for Miss Jeanette E. Kones from J. A. Sikkink, Clerk of Dempster School District #1, Hamlin County, written in spring of 1923; interview with Jeanette Staudy.

94. These rules for teachers in Dakota Territory were found in the Friends of the Middle Border Museum in Mitchell, SD; Cleata B. Thorpe, Op. Cit., p. 216.

95. Interview with Charles Schrag Speck.

96. Interviews with Kathryn Hunt, Jeanette Staudy, Hennetta Greenfield, Doris Jibben, and others.

97. Interviews with Dama: Osterberg, Ruth Gramstad, Kathryn Hunt, Jeanette Staudy, Mary Kane, Veronica O'Dea, Helen Walker, Katherine Bruns, Bertha Randall, Doris Jibben.

98. Ibid. Most of the interviewees previously mentioned stated this view.

99. Interview with Alice Goeman.

100. Interview with Mary Kane.

101. Interview with Katherine Bruns.

102. Interview with Hennetta Greenfield.

103. Interview with Doris Jibben.

104. "A Brief Statement of Some Educational Conditions in the United States and South Dakota," pp. 44-53 in Proceedings of the South Dakota Educational Association, Vol. 37, 1919, p. 50.

105. Historic site form for Washington School District #132, Minnehaha County.

106. Historic site form for Lincoln School District #7, Lake County.

107. Historic site form for Mayfield School #35, Yankton County.

108. Booklet Orland School All School Reunion, Op. Cit., p. 2.

109. Interview with Alice Goeman.

110. Interview with Mary Kane.

111. Marian Cramer, Op. Cit., p. 71. The teacher was Sigurd Anderson, a former Governor of South Dakota and a former federal judge.

READING, WRITING, 'RITHMETIC, AND RECITATION IN SOUTH DAKOTA

A RESEARCH REPORT

by

HERB BLAKELY

COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

A NATIONAL ENDOWMENT FOR THE HUMANITIES GRANT

TO THE

MOUNTAIN PLAINS LIBRARY ASSOCIATION

MARCH, 1981

READING, WRITING, 'RITHMETIC, AND RECITATION

Office Of

County Superintendent of Public Schools

Brookings County

Brookings, South Dakota

To the eighth grade graduates of the Class of 1915:

My Dear Young Friends:

I wish to congratulate you on the eve of your graduation from eighth grade of our public schools. You are to be commended for your faithful efforts in the work which you have completed in the grades of our rural and town schools. Your success thus far has proven that you have built a good foundation for your future education.

Therefore, I earnestly urge you to further complete your education by attending high school or Normal School during the coming year. You will be welcome at any high school in the State, or at any Normal School where you may continue to make progress in mastering the elements of social progress. Let us keep well in mind our class motto: "Not At The Top, But Climbing," and plan to continue in school until you have finished high school and college if at all possible.

It is my earnest wish that every eighth grade graduate, together with their parents, brothers, sisters and friends be present at the Graduation Exercises on the evening of August 21, 1915. Will you make an extra effort to be present

at these exercises and kindly urge your parents and friends to attend also, as I am sure that Dr. Perisho will have an interesting message for you. Regarding our "Class Flower", I will kindly ask each graduate to bring a bouquet of Sweet Peas if you have some handy; will also urge you to wear your "Class Colors" if convenient.

In conclusion, let me urge you to become a real helper in your community, wherever it may be your lot to live. Hoping to see you at the Graduation Exercises and with very best wishes for your future success, I am

Ever your true friend,
Herbert W. Blakely
County Superintendent[1]

Damar Osterberg, who attended rural school ten miles north of Salem in McCook County in the 1920's, mentions a special eighth grade graduation exercise. She said all the country school graduates from the various rural schools would come to the County seat and there would be a special program with a speaker and all.[2] Mrs. Osterberg is the only person that the author interviewed that specifically mentioned the eighth grade graduation exercises.[3] Perhaps they were held in some schools and not in others or perhaps the exercise itself did not make a lasting impression on the interviewees.

Life on the prairies of Dakota in the early days was a hard, rugged life. As a rule, brawn and nerve were more

respected than brains and culture. Often men felt themselves sufficiently educated if they could read some, write a crude hand, and "figger."[4]

Even as late as 1925 the vast majority of people living in South Dakota had a common school education. According to the 1925 census, approximately 79 percent of the people had a common school education. Approximately 14 percent had a high school education; 1 percent had a normal school education; 3 percent had some college education; 2 percent were college graduates; and 1 percent were illiterate. Certainly, the statement that our common schools are called "people's colleges" because the great mass of the people obtain their schooling in them, is an accurate description of early day education.[5]

The early rural country schools functioned on an ungraded basis. All the students were assumed to be on the same basis at the beginning, but each worked at his own pace and progressed as rapidly as he could. Ole Berg, at the age of six, started with the first reader, as did everyone else, when he began school. However, there were older students who started with him but who were able to go ahead with the material by themselves and who got ahead of the younger ones. The basic gauge to school progress was the student's ability to read. Students were placed in school according to where they were in the "readers." When Ole Berg quit school on his sixteenth birthday, he was "one-third through the fifth reader."[6]

What was the curriculum like in the early days? The Territorial Legislature spelled out the subjects that were to be taught in the school districts. The first session of the Territorial Legislature in 1862 specified that spelling, reading, writing, English grammar, geography and arithmetic were to be taught in every school district.[7] The Territorial Legislature expanded the required curriculum in 1883 to include United States history and added physiology, temperance and hygiene in 1885.[8]

The First Biennial Report of the Territorial Board of Education and the Nineteenth Annual Report of the Territorial Superintendent for the Territory of Dakota submitted to the Governor in December of 1888 lists the number of pupils studying each of the subjects.

Reading	80,115
Writing	70,771
Spelling	70,075
Arithmetic	63,555
Geography	41,992
Grammar	29,465
History	17,550
Physiology & Hygiene	38,422
Civil Government	1,318
Algebra	738
Geometry	92
Bookkeeping	516
Natural Philosophy	254
Drawing	2,963[9]

These numbers seem quite high to the author. However, it must be remembered that Dakota Territory extended over a wide area in 1888 and that the students would take more than one subject at a time. These figures were compiled from reports that the counties sent in. Everett Dick in his Sod-~~Home~~ House Frontier points out the fact that it was customary for the settlers to pad the school census in order to receive a larger share of the territorial school fund.[10] The author certainly thinks this is a possibility with these figures. It certainly is possible to see where the emphasis was in the Territorial schools. Reading, writing, spelling, and arithmetic were the big four, with quite a large drop to the second level of geography, grammar, history, and physiology and hygiene. The remainder of the subjects just attracted a smattering of support, with drawing being the most popular of the last group.

The 1890 Legislature for the State of South Dakota stipulated that temperance, physiology and hygiene be taught as thoroughly as arithmetic and geography. The 1890 Legislature specified that textbooks be selected that would devote at least one-fourth of the space to the study of alcoholic drinks and narcotics and their effect upon the body.[11]

From the early years of statehood, legislation on the elementary course of study is limited. United States history and civil government were added to the list of required subjects by the Legislature of 1893, while in 1907, primary language, drawing, and South Dakota history were added. In

1909 it was stipulated that the singing of simple music by note should be taught in the public schools of the state. This latter provision was hard to enforce because many of the teachers did not have any musical training at all.[12]

Mary Kane, who attended a rural school in Sanborn County north of Artesian in the World War I period, remembers that her second grade teacher was very musically inclined; so much so that he taught music all day long at the expense of the other subjects.[13] Later on (late 1920's) when Mary was teaching herself, she states that they used to have an all-county choir selected from the rural students that were more musically inclined. They used to practice for a spring concern that was held in the County seat. At her suggestion, whistling was incorporated in the spring concert. This allowed all of her students to participate in the spring concert, while just the better musically inclined students participated from the other schools.[14]

The Territorial Board of Education in 1888 divided the course of study between the ungraded and graded schools. The trend was to become more graded as the years passed. The 1888 ungraded course of study was to teach the following:

First grade--teaching forms, numbers, and language

Second grade--teaching forms, numbers, language, arithmetic, reading and natural history

Third grade--teaching forms, geography, numbers, written arithmetic, language, reading and history.

Fourth grade--teaching natural science, geography, arithmetic, mathematics, language, grammar, and literature.

The rural teacher was supposed to organize her work around these divisions as centers and the work of each pupil would progress from one grade to another without any regard to the progress of other members of the class.

The program advanced for the graded schools included:

First year--teaching forms, numbers, and language.

Second year--adding arithmetic and reading.

Third year--adding geography.

Fourth year--adding written arithmetic.

Fifth year--adding United States history and language lessons from English history.

Sixth year--adding language lessons from physical science.

Seventh year--adding physical sciences such as geography, physiology, natural history and grammar.

Eighth year--adding language and literature.[15]

This 1888 arrangement for the elementary course of study stood for several years as the sole guide for teachers. The course of study was not in very usable form and, consequently, not followed very closely by the rural teachers. There were questions about what "lessons in form" meant, questions about how far to study "numbers" in the first grade, second grade, etc.[16]

The 1907 State Legislature required that every teacher classify his work according to arrangement of grades and

outlines. This is the only direct action taken by the Legislature on the course of study other than enumerating the subjects to be taught.[17]

There were later courses of study that were devised over the years. The County Superintendents of Schools and the State Superintendent of Public Instruction, and later the State Department of Public Instruction, were in the forefront of these revisions.[18]

In 1907 the plan for final examinations for seventh and eighth grade pupils was adopted. For both the seventh and eighth grade examinations, an average grade of eighty percent was necessary for passing with no subjects lower than sixty-five percent.[19]

Several of the retired rural teachers and rural students interviewed for this research report commented on seventh and eighth grade examinations. Damar Osterberg stated that the eighth grade students came to town for the two-day examination. It was administered by the County Superintendent of Schools and she was responsible for grading the test.[20] Ted Jongeling, who attended rural school north of Lennox, went into Tea to take the eighth grade examination. He stated that it was a one-day examination.[21] Helen Walker, former County Superintendent of Schools for Lake County, stated that the eighth grade examination came from Pierre and was administered by the County Superintendent with help from the rural teachers. The children in Lake County came to Madison to take the test which was a one-day examination. She stated that it

was an essay type exam when she was teaching rural schools in the mid-1920's.[22] Mildred Smit, who attended rural schools around Davis in Turner County in the 1930's, stated that they would go to another school for the test. The test would be administered by a teacher other than their regular teacher. She said there were both essay and objective questions. It was a two-day examination as she remembers it.[23] Katherine Bruns, who taught rural schools in Moody County in the 1930's, stated that the eighth graders went into Flandreau to take their examination. She never had an eighth grader in her two years of teaching, so she did not know the particulars of administering the test.[24] Bertha Randall, who taught in the Lake Herman vicinity of Lake County right after World War I, stated that the children came into Madison to take their examination.[25] Charles Schrag Speck who taught rural schools northeast of Freeman in Turner County in the 1920's, stated that the children would go into Parker to take their examination.[26]

The seventh grade examination was administered in the home school according to Mr. Speck. Mr. Speck stated that he thought the seventh grade exam was good practice for the eighth grade examination.[27]

It seems that the general practice was for the eighth grade students to go into the county seat for the examination. The County Superintendent of Schools had the responsibility of administering the test. She oftentimes had help from the rural teachers who had eighth grade students. There

seems to be conflicting viewpoints as to whether it was a one-day or a two-day test. However, most interviewees stated that it was a two-day examination. The type of questions seemed to be geared to essay answers in the earlier period and then objective later on. Thorpe, in her study "Education in South Dakota: First Hundred Years," states that the objective type of test was coming into vogue in the late 1920's. Superintendent Giffen in 1929 reported that more than half of the counties in the state had adopted the new-type objective tests for the eighth grade examinations that year.[28]

The eighth grade examination that the author came across was a two-day examination for the 1927-28 school year. The questions were objective type in arithmetic, civics, geography, spelling and English. There were some general essay questions and a combination essay and objective for drawing. This test is included at the back of this research report. The passing grade for this examination was an average grade of 80 percent with no subject below 65 percent.[29]

The seventh grade examination the author came across was of the same nature for the 1926-27 school year. The passing grades were the same--average grade of 80 percent, with no subject below 65 percent. This was a two-day examination also.[30] This test is included at the back of this research report.

What type of education was received in the rural schools of South Dakota compared to the town schools? As with

everything of importance, two schools of thought can be developed. H. K. Warren, President of Yankton College, writing in 1908 expressed one viewpoint.

"Secondary, higher, technical, normal, and professional education has made immense advances in this country during the past twenty-five years. On the other hand, our country schools have made little or no progress during those years and are woefully backward and inefficient.... According to the reports of our State Department of Education...the average country school was in session only six and one-half months but the average room in our town schools was in session eight and one-half months; the average country school teacher received $241, but the average teacher in town received $483.... Though there were many shining exceptions, the average country school teacher has not gone beyond the eighth or ninth grade, and has little education or fitness for teaching....

The usual country school is a small, half-painted white box on a barren corner grown-up to weeds, without tree or shrub to protect from sun and wind...."[31]

The author has discussed the preparation of rural teachers, their dedication and their effectiveness in the research report pertaining to teachers. No discussion of this topic needs to be developed here at this time. It is interesting to note the other viewpoint on the effectiveness of the rural school. Mrs. John W. Yttreness, a retired rural school teacher living in Beresford, writes:

"Through the years of rural schools it was observed time and again; over and over; that the highest ranking students and the honor-roll students were greater percentage-wise from the rural areas. I have often asked myself why. I came to the conclusion that rural school kids had to learn to haye responsibility for their own learning; they could not be presided over by the teacher continually. Yet, the teacher was there to help them personally in times they needed help. Also, most rural students had responsibilities at home that many town children do not have. That goes together."[32]

Certainly, the rural school teacher must know how to organize her time. The author visited the Graceville Colony School in Lake County and observed for one-half day the typical organization of that rural school today. The author interviewed the teacher for that school and her elementary principal. A detailed description of these observations is included in the research report on ethnic groups. There is no need to repeat that description at this time.

However, Mildred Larrington Rumrill, who attended the Boyd rural school in Lake County from 1918 to 1924, had this summary of how the school day was organized.

"I would not go so far as to say that the children learned more in the country school, but our teachers had one thing in mind and that was to teach us all the subjects that were required every day and do the best possible job. In a few cases, two grades would be combined for one subject, such as spelling. The fifth and sixth grades had spelling together,

as did the seventh and eighth grades. The recitation bench was in the front of the room and the class in session would go to the front of the room and sit on the bench. This is where it was proven that the teachers had eyes in the back of their heads. The rest of the pupils were supposed to study while the teacher was having class and if you took your face out of the book, she knew it, and a few hard whacks with the ruler convinced us that we better keep busy. In the six years that I attended Boyd School, we had a new teacher every year and they were all girls about nineteen years of age and with one year of college. They were truly a group of dedicated girls eager to teach the pupils as much as possible, but at the same time, making school very interesting. We used to have spell downs and arithmetic matches which we all enjoyed very much. I can't speak for anyone else, but I can remember the poem 'Little Boy Blue' by Eugene Field (it was my favorite), The Gettysburg Address, and many more as well as I knew them some sixty years ago."[33]

Mrs. Harold Wilcox, a retired rural school teacher living around Jefferson, SD, who is a third generation teacher, states "As to elderly people remembering poems, some do, especially if they had become teachers or learned to read poetry. I feel memorizing poetry was a great learning exercise and children were expected to know both author and poem each period--same in art, we studied the great artists and their masterpieces."[34]

Mrs. Francis Preheim, an eighty-five year old senior citizen now living in Freeman, SD, states that she still knows the following poems and her favorite song she learned from her school days.[35]

IN WINTER I GET UP AT NIGHT

In winter I get up at night
and dress by yellow candle-light,
In summer quite the other way
I have to go to bed by day.

I have to go to bed and see,
The birds still hopping in the tree.
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you
When all the sky is clear and blue
And I should like so much to play
But have to go to bed by day.

A HAPPY DAY

I awoke before the morning,
I was happy all the day.
I never said an ugly word
But smiled and kept at play.
And now at last the sun is
Going down behind the woods;

And I am very happy
For I know that I've been good.
My bed is waiting cool and fresh
With linens smooth and fair;
And I must off to slumber-land
And not forget my prayer.
Then sleep will hold me tightly
Till I waken at the dawn
And hear the robins singing
In the lilacs on the lawn.

IN OUR SCHOOL ROOM

In our pleasant schoolroom, all is peace and joy;
Not a care to vex us--nothing to annoy;
All without be dreary, driving winds may blow,
But within peace reigneth as our young minds grow.

Here we study something of our God above.
And of this great country, that we so much love;
And its lakes and rivers pass before our view,
And its towns and cities tell of greatness, too.

Every schoolmate trying others to excel;
Right our only ruler, and he do-eth well!
When school-days are ended, we look back with pain,
With the thought that never they will come again.

REFRAIN

Let no tears be starting

Sweet the moments fly;
Soon will come the parting,
And we'll say "Good Bye."

Certainly the memorization of poems and the singing of songs added a little culture to the rural school room. Memorization was a good mental exercise that sharpened the student's mind. There usually was an opening exercise in the morning where the tone for the day's lessons was set. Grace Ludens, who attended rural school by Springfield, states that there were always opening exercises every morning with the teacher playing the piano.[36] Ted Jongeling, who went to rural school north of Lennox, states that in the opening exercises there was respect for the flag shown. He said the flag was raised every morning at the beginning of the school day and the Pledge of Allegiance was said.[37]

In the rural schools of South Dakota there was a lot of drill and repetition. Katherine Bruns, who taught school in Moody County, thought that the drill and repetition helped to make her a good reader.[38] There was a lot to be said for the younger children listening to the older children's lessons. Jeanette Staudy, who taught rural school in Hamlin County, stated that the method of recitation in the front of the room "worked." The students sitting in their regular desks would sometimes listen to the other students' lessons and learn from this.[39] Jane Rose, who attended rural school east of Castlewood in the World War I era, stated that if a

student got a question wrong, everybody knew about it. She believed that this encouraged the student to try harder so as not to be embarrassed.[40]

Herbert Koerner, who attended rural school in Hutchinson County, states that the rural school setting where all eight grades were in one room helped him quite a bit. "I still remember when the teacher explained some things in the higher grades, I would listen and when I got to that grade the next year, I knew something about the lesson."[41] Hennetta Greenfield, who taught rural school for forty-four years, said "In the rural schools the child was taught eight times over."[42]

The length of the class period was a concern for the rural teacher who had to get everything into the school day. Doris Jibben, a retired teacher in the Lennox area, learned that the school day is only so long.[43] Katherine Bruns found it difficult to gauge the time right when she was teaching.[44] Mary Kane, who attended rural school in Sanborn County, thought the time period for her classes was ten to fifteen minutes long.[45] Hennetta Greenfield said the school day usually started with the "little ones" and the amount of time spent on each subject varied from day to day, with the usual class period per subject very short, in the five to ten minute time span.[46]

During the author's travels around southeastern South Dakota this fall and winter doing research for this country school project, the teacher's register for the Eldorado Rural School District #5 in Buffalo County for the school year

1927-28 was obtained. There were fourteen students during this school term in this school. The class period was outlined in the teacher's register as follows:[47]

First Grade Reading	9:15- 9:25
Third Grade Reading	9:25- 9:35
Fourth Grade Reading	9:35- 9:45
Seventh Grade Reading	9:45- 9:55
Eighth Grade Reading	9:55-10:05
Fourth Grade History	10:05-10:15
Seventh Grade History	10:15-10:30
Recess	10:30-10:45
Eighth Grade History	10:45-10:55
First Grade Arithmetic	10:55-11:05
Third Grade Arithmetic	11:05-11:15
Fourth Grade Arithmetic	11:15-11:25
Seventh Grade Arithmetic	11:25-11:40
Eighth Grade Arithmetic	11:40-11:55
Lunch	11:55- 1:15
First Grade Language	1:15- 1:25
Third Grade Language	1:25- 1:35
Fourth Grade Language	1:35- 1:45
Seventh Grade Grammar	1:45- 1:55
Eighth Grade Grammar	1:55- 2:05
Fourth Grade Hygiene	2:05- 2:15
Seventh Grade Hygiene	2:15- 2:25
Recess	2:25- 2:45
Eighth Grade Civics	2:45- 2:55

First Grade Primary Work. 2:55- 3:05

Fourth Grade Geography. 3:05- 3:15

Seventh Grade Geography 3:15- 3:35

Eighth Grade Geography. 3:35- 3:55

Spelling Class. 3:55- 4:00

For the school term of 1928-29 in the same school district, the time for the class period changed some. The reason probably was because the school changed teachers for the 1928-29 school term and the students in the grades changed. There were twelve school children during this year.[48]

Second Grade Reading 9:15- 9:30

Fourth Grade Reading 9:30- 9:45

Fifth Grade Reading. 9:45-10:00

Seventh Grade Reading. 10:00-10:15

Writing. 10:15-10:30

Recess 10:30-10:45

Second Grade Arithmetic. 10:45-11:00

Fourth Grade Arithmetic. 11:00-11:10

Fifth Grade Arithmetic 11:10-11:20

Seventh Grade Arithmetic 11:20-11:30

Fifth Grade History. 11:30-11:45

Seventh Grade History. 11:45-12:00

Lunch. 12:00- 1:15

Second Grade Reading 1:15- 1:30

Fourth Grade Language. 1:30- 1:45

Fifth Grade Language 1:45- 2:00

Seventh Grade Grammar. 2:00- 2:15

Second Grade Drawing 2:15- 2:20

Fourth Grade Geography & History . . 2:20- 2:30

Recess 2:30- 2:45

Second Grade Language. 2:45- 3:00

Fifth Grade Geography & Hygiene. . . 3:00- 3:15

Seventh Grade Geography & Hygiene. . 3:15- 3:30

Spelling for all 3:30- 4:00

This same rural school had changed its name by the 1949-50 school year. It is now called Plainview Rural School District #5, Buffalo County. The daily schedule had become more detailed during this school term. There were seven children in attendance that year.[49]

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00		O P E N I N G E X E R C I S E			
9:15	1 Reading	1 Reading	1 Reading	1 Reading	1 Reading
9:30	2 Reading	2 Reading	2 Reading	2 Reading	2 Reading
9:45	3 Reading	3 Reading	3 Reading	3 Reading	3 Reading
10:00	4 History	4 History	4 History	4 History	4 History
10:10	5 History	5 History	5 History	5 History	5 History
10:20	8 History	8 History	8 History	8 History	8 History
10:30		---- R E C E S S ----			
10:45		I N D I V I D U A L I N S T R U C T I O N			
10:50	1 Arith.	1 Spelling	1 Arith.	1 Spelling	1 Arith.
11:00	2 Arith.	2 Spelling	2 Arith.	2 Spelling	2 Arith.
11:10	3 Arith.	3 Spelling	3 Arith.	3 Spelling	3 Arith.

11:20	4 Arith.	4 Spelling	4 Arith.	4 Spelling	4 Arith.
11:30	5 Arith.	5 Spelling	5 Arith.	5 Spelling	5 Arith.
11:40	8 Arith.	8 Spelling	8 Arith.	8 Spelling	8 Arith.
11:50	All Spell.	8 Civics	All Spell.	8 Civics	All Spell.
	----	L U N C H	----		
1:00	Music	Music	Music	Music	Music
1:15	1 Reading	1 Phonics	1 Reading	1 Phonics	1 Reading
1:25	2 Reading	2 Phonics	2 Reading	2 Phonics	2 Reading
1:35	3 Reading	3 Dictionary	3 Reading	3 Phonics	3 Reading
1:45	4 Reading	4 Dictionary	4 Reading	4 Phonics	4 Reading
2:00	5 Language	5 Reading	5 Language	5 Reading	5 Language
2:15	8 Language	8 Reading	8 Language	8 Reading	8 Language
2:30		---- R E C E S S ----			
2:45	1 Science	1 Language	1 Science	1 Language	All Art
2:50	2 Science	2 Language	2 Science	2 Language	All Art
3:00	3 Science	3 Language	3 Science	3 Language	All Art
3:10	4 Science	4 Language	4 Science	4 Language	All Art
3:20	3 Geography	3 Science	3 Geography	3 Science	All Art
3:30	4 Geography	4 Science	4 Geography	4 Science	All Art
3:40	5 Geography	5 Science	5 Geography	5 Science	All Art
3:50	All Writing	8 Science	All Writing	8 Science	All Art

It is interesting to note the detailed breakdown of the school day. One can readily see that the time span for the various classes depended on the number of children in the school, their grade level and the teacher herself. It should

be pointed out that the teacher usually accompanied the children out to play at recess and also went outside with them after they had eaten their lunches.[50] Mary Quick, former rural school teacher and former County Superintendent of Schools for McCook County, used to take her children on nature trips during the noon hour.[51]

Teaching materials such as textbooks, dictionaries, and library materials were usually in short supply, especially in the early days. The Report of the Territorial Board of Education for Dakota Territory for 1888 states that there were 61 schools having no blackboard and 1,034 schools having no dictionary out of a total of 3,686 schools.[52]

From 1868 to 1877 the Superintendent of Public Instruction designated the textbooks which the school districts were to prescribe for purchase by the parents of the rural school children. In the Territorial days McGuffey readers and spellers and Ray arithmetic books were regimented.[53]

In the 1907 session of the State Legislature, a law on free textbooks was passed. It provided that when a majority of the electors petitioned any school corporation to furnish free texts, the board must do so under rules and regulation determined by itself. Little advantage was taken of this liberty in the 1907 law, as by 1915 only five percent of the pupils in South Dakota lived in districts furnishing free textbooks. Free textbooks finally were legislated for all schools of the state in 1919.[54]

The textbooks to be selected were picked by a county textbook committee after 1921. This committee was made up of the County Superintendent of Schools, the County Auditor, Chairman of the Board of County Commissioners, and two rural teachers appointed by the Commissioners. At least three-fifths of the committee had some knowledge of textbooks. Books were to be selected at five-year intervals.[55] Jeanette Staudy was on the Hamlin County textbook committee in the 1920's. She stated that the committee took its work seriously and they spent many extra hours meeting to decide on the proper textbooks. One advantage of being on this committee was that all the textbook publishers would send her and other members of the committee sample copies of their textbooks.[56]

It is interesting to note the titles of books and number of each for the Eldorado Rural School District #5, Buffalo County. The list is included in the back of this report. The date for this textbook list is not given, but the author thinks it is in the late 1920's.[57] The textbook holding for the Eldorado School District #5 was not extensive at all in the author's opinion.

Basket socials were usually held once a year to raise money for the rural school. This is discussed in the research report on the rural school as a community center. Mary Quick said that the rural schools south of Salem in McCook County in the 1920's used to exchange library books with the neighboring schools.[58] It is not known how widespread this practice might have been.

Damar Osterberg and Doris Jibben, two retired teachers who taught in the 1920's and 1930's, respectively, quit teaching for a number of years when they were married and then returned to teaching in the 1950's. Both emphasized that the kids had not changed very much during the time period they were out of teaching. The big change they noted was the amount of supplementary materials that were furnished for the rural school teacher in the 1950's. In the "old days" each teacher had to make all her supplementary material herself. They both felt that from a material standpoint there was no comparison between the 1950's and the "old days."[59]

Alice Goeman, a retired teacher and the Lennox Public Librarian today, stated that in Lincoln County the County Superintendent would order what supplementary books she felt the common school should have and then bill the local school board for the reference books. This worked out quite well and she felt that the rural schools in Lincoln County were better equipped than the rural schools in the surrounding counties mainly because of the outstanding County Superintendent of Schools.[60]

While researching for this country school legacy project, the author came across several textbooks used in the rural schools of southeastern South Dakota. Most of the textbooks obtained by the author would date from the 1920's to the 1950's. The textbooks represent different grade levels ranging throughout all eight grades. The textbooks could be classified into twelve subject matter fields. This

does not mean that the rural schools did not teach anything other than these twelve subjects but that the textbooks the author acquired were in only these areas. The areas were science, spelling, general social studies, United States history, geography, penmanship, drawing, arithmetic, English grammar, English literature, hygiene, and reading--probably the most important subject of them all. Samples of lessons in each of these subject matter fields are included at this time. These samples will consist of test material, exercises, study questions, problems to solve, or other related student activities.

The science example is taken from a fifth grade textbook:

TESTS--Earth and Changes

1. What is meant by atmosphere?
2. What makes day and night?
3. How fast does the earth turn on its axis? Is this fast or slow?
4. What is it that makes the sun and stars seem to move always toward the west?
5. A globe represents the earth. At what position should the north pole be to represent well the position of the earth?
6. If the north pole of the globe is pointing north and you are standing south of the globe, should the top of the globe be turned to your left or your right in making a revolution?
7. How many degrees are there in every circle?
8. If the earth turns around once in every twenty-four hours, how many degrees does it turn in one hour?

9. The length of a degree at the 45th parallel is approximately 49 miles. (The 45th parallel runs nearly through Rauville, Garden City, Ashton, Gettysburg and Eagle Butte.) What is the width of a time zone on the 45th parallel of latitude?

10. Measure the distance on your map from Pierre or Mobridge directly east until the line strikes Canada and see if the time zone should end there.

11. What is a sundial and how was time measured by it?

12. What is the power which makes most clocks and watches go?

13. How many days does it take the earth to revolve around the sun?

14. What position of the earth and what movement of the earth makes our seasons?

15. How many zones is the earth divided into?

16. How many degrees wide is each Temperate zone?

17. Does the sun actually move south in the autumn or is this the motion of the earth?

18. Tell how the Tropic of Cancer and the Tropic of Capricorn are determined.

19. What is a glacier?

20. Are there any glaciers in the United States? (61)

Spelling rules are given for grade seven. These rules are part of the 1933 South Dakota Course of Study. Phonics was stressed throughout the eight grade levels.

RULES OF SPELLING

(The letters A, E, I, O, and U are vowels; all others are consonants.)

Rules of spelling are helpful if the exceptions are made part of the rule, as in rules stated below. The "I before E" rule has too many exceptions to be of much value; it is better to LEARN outright the words in which E comes before I, namely: heir, their, sleigh, neigh, neighbor, weigh, weight, freight, eight; receive, perceive, conceive, deceive, ceiling; foreign, forfeit, counterfeit; either, neither; deity, atheist, being, weird, seize, leisure; and derivatives of these words.

RULE 1, DOUBLING THE FINAL CONSONANT. In words, (a) accented on the last syllable, including one-syllable words, (b) ending in a single consonant, (except h or x), (c) preceded by a single vowel, DOUBLE the consonant on adding a suffix (d) beginning with a vowel.

Unless (a), (b), (c) and (d) are true do NOT double the final consonant; do not double it if the accent changes as in transferable or inferable nor in gaseous, woolen or derivatives of KIDNAP.

RULE 2, FINAL SILENT E DROPPED. In words ending in silent E, drop the E on adding a suffix beginning with a vowel unless the E is needed to show meaning as in DYEING, SINGEING, or pronunciation as in SHOEING, HOEING, or to keep the soft sound of C or G.

Keep the final E on adding a suffix beginning with a consonant except in judgment, acknowledgment, abridgment, wholly, nursing, duly, truly, awful and argument.

RULE 3, Y CHANGED TO I. In words ending in Y preceded by a consonant, change the Y to I on adding a suffix not beginning with I except in some one-syllable adjectives, or when the suffix SHIP or LIKE is added, or on adding a suffix to BABY or LADY.

Do NOT change Y to I if a vowel precedes the Y or if the suffix begins with I. Examples: boys, keys, bays; buying, trying, crying.[62]

The general social studies subject matter area is exemplified by work with things you would find in the community for the primary grades. The exercise included is after a reading about hunters around the farm.

POSSIBLE TEACHING PROCEDURE

I.--SUGGESTIVE ANGLES OF APPROACH

A. Children tell stories about hunting for eggs on the farms.

B. The interest of the boys and girls in poultry would be a good approach.

II.--SUGGESTIVE ACTIVITIES FOR CHILDREN AND TEACHER

A. Children and Teacher

1. Problems for Discussion

a. Of what use are poultry to people?
b. How do good farmers take care of the poultry?
c. Why do many farmers buy incubators and breeders?
d. Where do farmers want the hens to lay? Why?
e. How can farmers tell which hens lay? What do they do with the ones which do not lay?

B. Something for the Children to Do

1. Collect pictures of different kinds of poultry. Write the names under each picture.

2. Bring egg case to school. Show how eggs are packed.

3. Draw pictures of places on farms where chickens like to lay eggs. Use the pictures to illustrate the story about eggs.

4. Make a poster that shows Piff's search for eggs.[63]

The United States history example is a completion exercise over World War I for the upper grade levels.

1. Completion Exercise

The blank spaces are to be filled with the correct word or date.

In 19_____ a great war broke out in _____. _____ military leaders are blamed for the war, but it should be remembered that countries other than _____ had also waged war for conquest; and that the diplomacy which governed all the European nations was stained by trickery, secrecy, and selfishness. The whole continent was like a pack of wolves, watchful and suspicious of each other.

The immediate cause for war came in August, 19_____, with the assassination of the young man who was to become emperor of _____. The assassin was a member of a secret society from the country of _____. _____ immediately declared war on _____.

And thus the world conflict began, as countries, remembering old wrongs unrighted, ancient irritations, and secret alliances, and visioning the share of the spoils that might be theirs, ranged themselves on the side of one or the other of these countries.

(Many of the older countries, such as _____, were intensely indignant at the very idea of civilized nations making war. This made them whole-heartedly ready to fight the nation which started the conflict. These countries went into war with the purpose of ending war.)

On Serbia's side, or the _____ as they were called, were _____, _____, _____, _____, _____, _____, _____, and, in 1915, _____.

On Austria's side, or the _____, as they were called, were _____, _____ and, in 1915, _____. For three years they fought on land and sea with enormous loss but without decision.

At the outbreak of the war, _____ scarcely knew what to think, and her President, _____ _____ issued a proclamation of _____.

The losses suffered by _____ hurt us, because of our traditional friendship with that nation. Besides, our sense of fair play was deeply violated when the small countries (and at the time neutral) of _____ and _____ were so promptly overrun by vast _____ armies.

America had complaints against both _____ and _____ for disturbing her commerce ships on the sea. But in 1915 _____ submarines began sinking passenger ships without warning. The most frightful of these disasters was the sinking of the _____. This was far too much for America's overtried patience and on April 6, 19 _____, the United States declared war on _____.

Your score is the number right._____[64]

The geography example is some review questions about India for the upper grade levels.

I SHOULD REMEMBER

1. India, a British colony, lies in the North Temperate and Torrid zones. Its northern frontier is the Himalaya Mountains. The country extends southward in the form

of a triangle and is bounded by the Arabian sea and the Bay of Bengal. Its coast line is generally regular, and it has few good harbors.

2. India has three distinct regions--the mountain slopes, the lowland plains, and the plateau of Dekkan. The highest mountain slopes are cold and little inhabited. The lower slopes have a fine healthful climate. The river plains lie between the Himalayas and the Dekkan. They have a warm climate and deep, rich soil. The Dekkan is a large, flat plateau on the Indian peninsula.

3. The three chief rivers of India are the Indus, the Brahmaputra, and the Ganges. All three rivers rise in the highlands, and flow across the lowland plains. Along the lower Indus is the Thar desert.

4. The climate of India is affected by the warm waters around it, the protecting mountains on the north, and the country's position in the heat belts. It is also in the belt of monsoons. These give the country a wet season in summer and a dry season in winter.

5. India is an agricultural country. Various altitudes allow her farmers to raise varieties of crops. The wet and dry monsoons make possible the raising of crops which need a lot of moisture as well as those which need little. The soil throughout is well suited for farming. Manufacturing is little developed.

6. India's principal export crops are cotton, jute, oil seeds, tea, and wheat. Cotton is raised in the Indus region and in parts of the Dekkan. Jute is planted along the rivers and in the Ganges basin where moisture is plentiful. Oil seeds are widely raised in India. Tea is raised in the Himalaya foothills. Wheat is raised in irrigated sections of the Indus region, especially in the Thar desert.

7. India's chief food crop is rice. Millet and sorghum are raised in the Dekkan.

8. Irrigation is necessary in India, and has been carried on from earliest times. Recently the British government has greatly extended irrigation projects, thus adding many acres of land to India's farming sections.

9. Useful draft animals of India are water buffaloes, bullocks, donkeys, and camels. Goats are raised for dairy purposes and for their hides, which are exported. The elephant, because of its great strength, is useful in jungle travel and in lumbering.

10. Some important cities of India are Calcutta, the largest; Delhi, the capital; Madras and Bombay, chief ports; Hyderabad, a trading center; and Benares, the sacred city of the Hindus.

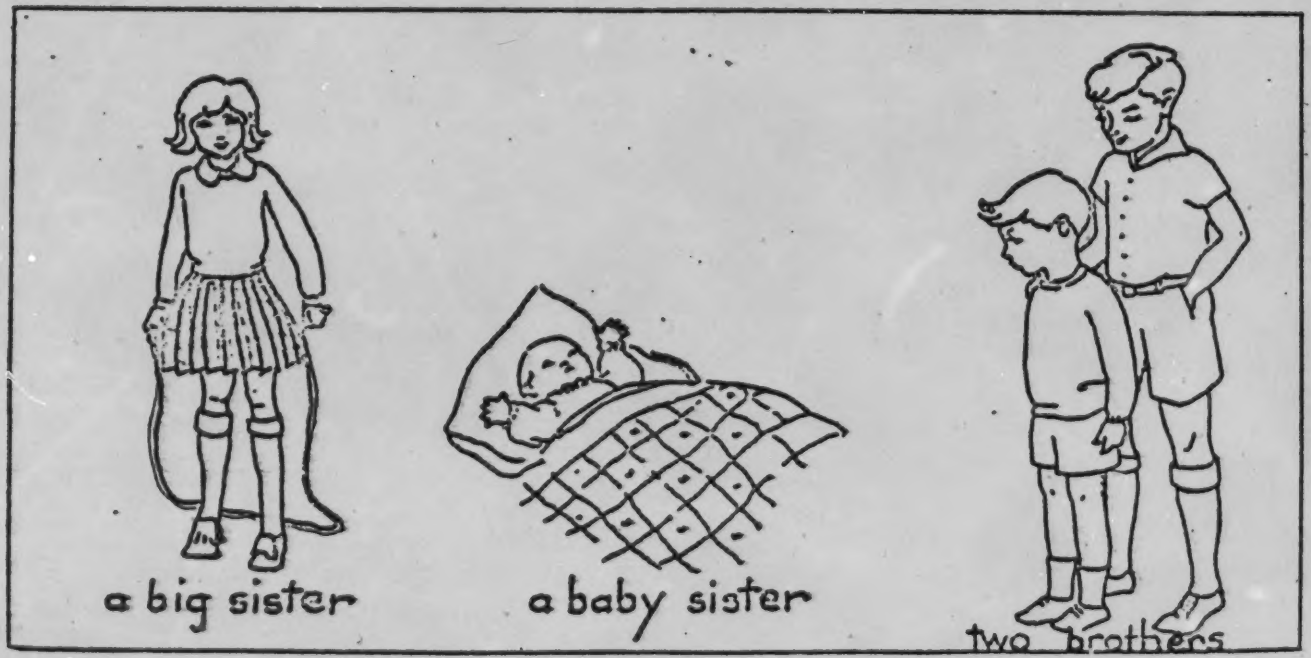
11. Over 300,000,000 people live in India. They live largely in farming villages where it is easiest to get food. They are of many races and creeds. The chief religion is Brahmanism. This religion divides people into castes, or social groups. The caste system interferes with the progress of the country as a whole. Other religions are Mohammedanism and Buddhism.

12. Great Britain has profited greatly from the possession of India, but has improved the country in many ways. India has good roads, railroads, and air lines.

13. Burma and Baluchistan are naturally separated from the Indian peninsula. Baluchistan, ruled by Great Britain, is a mountain state and at present is of little importance. Burma is a well advanced agricultural state.

14. Nepal and Bhutan are independent countries north of India. Both countries carry on trade with India.[65]

Penmanship and writing are exemplified by a first grade example of printing and picture association.



I have a baby sister

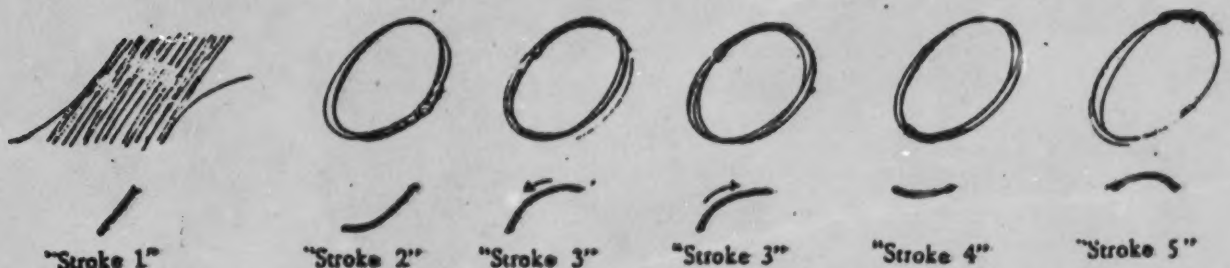
I have a big sister

I have two brothers

(66)

There is a third grade example of penmanship using the Palmer Methods.

The origin and the individual strokes that are used to form all the letters.



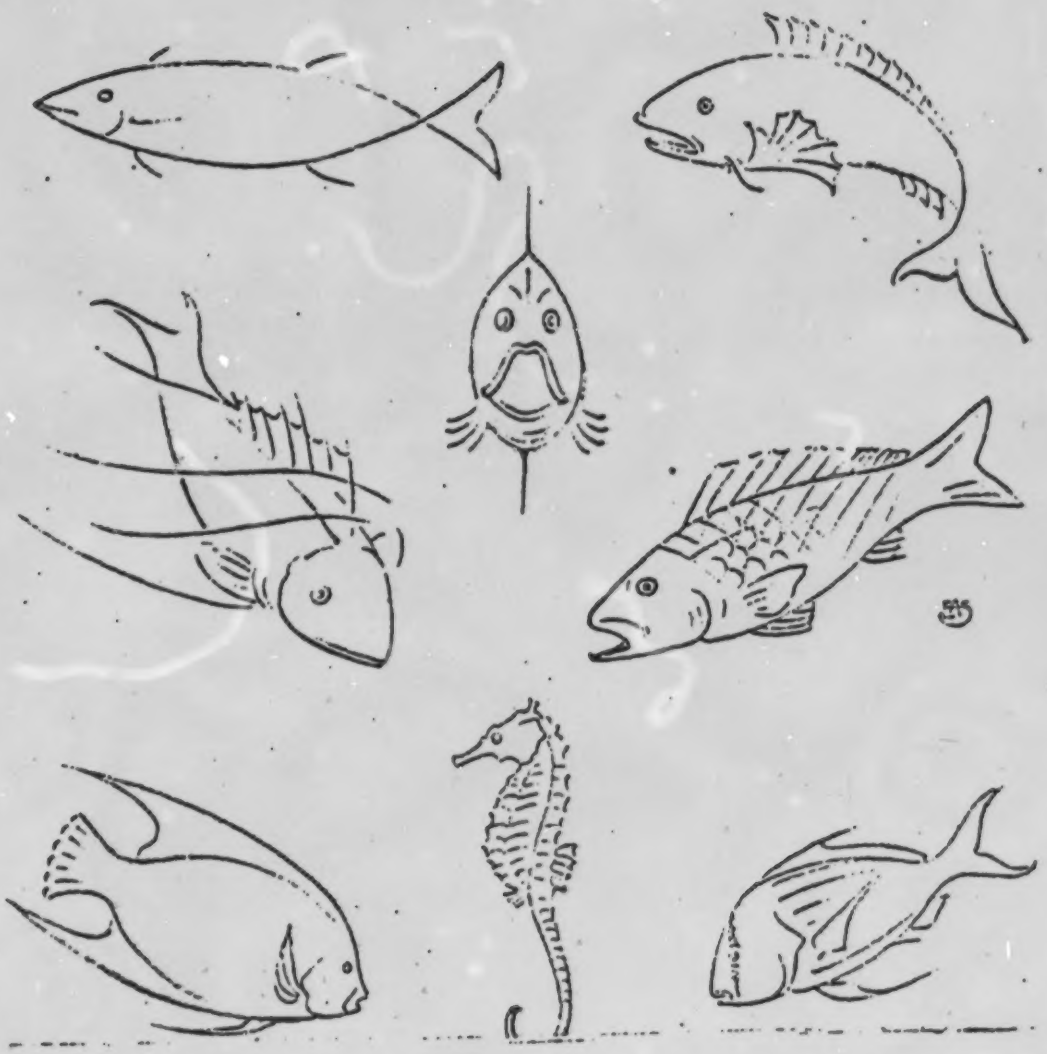
Since all the letters are formed with the five strokes incorporated in these two exercises, the first purpose of this book is to point out the direct relationship between these drills and the composition of each letter.

The second purpose, to help the child visualize the distinctive characteristics of each letter, is aided by separating all the letters into five definite family groups. The family relationship is determined by the introduction of the

stroke needed to form that particular group of letters. Thus the similarities and the differences of the letters are more easily established and remembered.

The third purpose is to furnish models and procedures that will help the child develop accuracy of execution with the least effort and in the shortest period of time.[67]

Practical drawing is illustrated by the drawing of various fish from various views for grade eight.



FISH DRAWINGS. Many fish forms afford fascinating objects of study for drawing. Various fish types in different positions, indicating different movements, are shown in the drawings above. Observe the fish structure, the general type form, the character and distribution of scales, fins, gills, etc.

Collect illustrations of many varieties of fish and make sketches from them. Make drawings in color as well. Practice drawing them from memory, on both blackboard and paper, giving attention to the sweeping curved lines of action. Study the movement of gold fish.

Draw curves of grace, and develop these lines to express the beautiful movements of fish when swimming.[68]

Arithmetic is exemplified by a sixth grade exercise of written problems. This is based on the 1933 South Dakota Course of Study.

ILLUSTRATIONS OF PRACTICAL PROBLEMS

1. If the gross income tax in South Dakota is 1% on salaries below $2000 a year, what will a teacher pay as gross income tax if she received $75 a month for 9 months?

2. The window pane area of a school room should be 20% of the floor area. Find how many square feet of window pane area your schoolroom should have. (First measure length and width of floor and find its area.)

3. There are 96 senators in the U.S. senate. It takes 66 2/3% vote to approve a treaty. If all senators are present, how many must vote for a treaty to have it pass?

4. For a long time passenger railroad fare was $.036 per mile; now it is only $.02 a mile in many places. What per cent reduction was given by the railroads?

5. Mr. Brown's milk tests 3.6% butter fat. How much butter fat in 500 lbs. of Mr. Brown's milk? (b) How much would he receive for it if butterfat is worth $.35 a pound?

6. The boiling point of water is 212 degrees and the freezing point is 32 degrees. What per cent of the boiling point is the freezing point?

7. The air is about 20% oxygen and 79% nitrogen. Find how many cubic feet of oxygen in your schoolroom and how many cubic feet of nitrogen. (Measure length, width and height of room and find how much air it holds.)

8. Taxes are usually levied in mills; but we write mills as 1000ths of a dollar; thus 34 mills are written, $.034, (34 thousandths). Find what Mr. Jones' taxes are if the rate is 25 mills and his property is assessed, (said to be worth), $8,500.

9. Suppose you are given a test on eight problems and get six right and one-half of another right. What per cent should your paper be graded?

10. A merchant placed a sign reading "25% discount" on each of the following articles. The regular price is given. Find what the sale price of each was. Men's hats, each $5.; Men's shirts, each $2; Men's stockings per pair, $.40.

TERMS USED. Be sure you understand these terms: hundredths, per cent, percentage, gain, (or profit), loss, rate of gain or loss, discount, interest, principal, amount. (Principal is the amount of money borrowed; amount is the sum of the principal and interest).

TESTS: You may now be tested in reading, writing, adding, subtracting, multiplying and dividing whole numbers, fractions, denominate numbers, and decimals; per cent may also be used. You may be tested in problems involving any of this work. You are expected to be able to read and explain graphs and make your own graphs for given data. In all work involving perimeters, areas, or capacities, (cubical contents), it is well to draw a figure to represent the problem. You should be able to draw a given area on a given scale; for example: A lot is 144 feet deep, (long), and has a 50 ft. front, (50 ft. wide). Make a drawing of this lot, letting ¼ inch represent 12 ft. You should do neat, careful work in good form and you should have a habit of CHECKING your work. You should understand terms used in all work covered.[69]

English grammar is exemplified by an exercise for common and proper norms for grade two.

KINDS OF NOUNS

52. Nouns may be divided into classes according to their meaning.

1. COMMON AND PROPER NOUNS

Exercise 35. -- 1. (a) Does the name "gulf" always stand for the same body of water? (b) To how many parts of a year may the word "month" apply? (c) To how many does the word "April" apply?

2. About each of the following nouns say whether it may represent any one of several things, or is meant to be the special name of one individual.

river	Amazon	city	Berlin
mountain	Vesuvius	ocean	Atlantic
continent	Africa	dog	Bruno
orator	Webster	month	August
holiday	Christmas	book	"Jo's boys"

3. (a) Which word in each of the following groups applies to the greatest number? (b) Which to the least? (c) Which are names for every one of a certain class? (d) Which are given names? (e) Name another individual of each class.

man	ruler	vessel	gentleman
author	sovereign	steamer	scholar
poet	king	battle-ship	teacher
Longfellow	Edward VII	Oregon	Dr. Arnold (70)

English literature is exemplified by an outline of American author, Thomas B. Read. This book was to be used in upper grade levels.

THOMAS B. READ

BIRTHPLACE--Chester County, Pa.
DATE OF BIRTH--1822 (March 12th.)
EDUCATION--Attended school at intervals while learning cigar-making, sign-painting, etc. Studied art in Italy.
OCCUPATION--Poet and author. Sculptor.
POEMS--The House by the Sea. Sheridan's Ride. The Good Samaritan.
PROSE WORKS--The Pilgrims of the Great St. Barnard.
PAINTINGS--The Spirit of the Waterfall. Longfellow's Children. Sheridan's Ride.
SCULPTURE--Bust of Sheridan.
VISITS TO FOREIGN LANDS--Italy. England.
RESIDENCE--Rome, Italy. Spent much time in Philadelphia and Cincinnati.
DEATH--1872. (May 11th.) New York city.

"His poems are marked by a fervent spirit of patriotism and by artistic power and fidelity in the discription of American scenery and rural life."

The gray barns looking from their hazy hills,
O'er the dim waters widening in the vales,
Sent down the air a greeting to the mills
On the dull thunder of alternate flails.
--The Closing Scene.[71]

Hygiene is exemplified by an outline about eyes for grades one and two.

EYES

GRADE 1

Care of the Eyes.

"The world is full of wondrous things
For all of us to see.
We need our eyes as clear and bright
As ever they can be.
So early we must go to bed
To sleep the long night through.
The day gives light to little folks
For all they have to do."
--National Committee for the Prevention of Blindness.

Every child to do his best work should have:
1. Vision normal or corrected by glasses.
2. No evidence of disease or inflammation of the eyes.
(See bibliography, Eyes, page 388.)

Things to avoid:
1. Insufficient illumination, dim, flickering, light or twilight.
2. Excessive illumination. Direct glare of sun, close direct brilliant electric or lamp light.
3. Faulty position. Facing light, back to light, light over right shoulder, huddled or strained position, on trains or while walking.

Cleanliness:
1. Wash corners every morning with clean water.
2. Use clean towels, handkerchiefs, or cloths to wipe the eyes.
3. Do not rub or pick with fingers.

4. Use separate clean handkerchief or cloth for infected eyes.
5. Get medical advise if the eyes are sore or inflamed.

Read to the children:

"Sing a song of sixpence
All the world's awry
If by any chance you get
A speck into your eye.

"Sing a song of safety first
Take it out with care
Or, before you know, you'll put
Something far worse there."
--National Committee for the Prevention of Blindness.

GRADE 2

Why are there windows in a house?
To let in light, sunshine and fresh air.
To enable us to see outside world.

Compare the eyes with another house with windows.
1. Awnings with black fringe on edge to keep out light when it is bright, to prevent insects and bugs from flying in windows, and to act as curtains at night.
2. Window casing. Inside are curtains of blue, brown, gray, black. In center of curtains is a hole.

When windows are bright and sparkling, house is strong, well kept, and housekeeper is happy.

One little girl abused the windows by reading fine print, reading in dim light, and doing many other things. What were they?

RULES FOR THE CARE OF THE EYES.

1. Take care of your sight; upon it depends much of your safety and success in life.
2. Always hold your head up when you read.
3. Hold reading matter not less than 12 nor more than 18 inches from your eyes. If a greater or less distance seems natural, consult an oculist.
4. Be sure that the light is clear and good.
5. Never read in the twilight, in a moving car or in a reclining position.
6. Never read with the sun shining directly on the book.
7. Never face the light in reading.
8. Let the light come from behind you or over the left shoulder.

9. Avoid books or papers printed indistinctly or in small type.
10. Rest your eyes frequently by looking away from the book.
11. Cleanse your eyes night and morning with pure water.
12. Never rub your eyes with your hands or an unclean towel, handkerchief or cloth.

--U.S. Bureau of Education.[72]

Reading, one of the most basic skills any child needed to develop, was associated with pictures and very simple sentences in the lower primary grades.

The boy runs.

The girl runs.

The boy and girl run.

The cat and dog run.

Pictures of a boy, girl, cat and dog running would accompany these sentences.[73] A discussion of how reading is developed for the Hutterite children of Graceville Colony, Lake County, is included in the research report for the country schools and ethnic groups. The author believes that the methods used to teach Hutterite children reading today is similar to methods used to teach reading to elementary children of the rural schools of South Dakota. Therefore, a detailed discussion of this is not needed in this research report. The rural school teachers had guide books for reading to help them teach this.[74]

Another aspect of the rural child's education was citizenship education. The outstanding organization for this was the Young Citizens' League (YCL), which was organized in South Dakota in 1925. Superintendent of Public Instruction, speaking

in 1930, stated: "No more important work is being carried on anywhere in the schools of the nation than is being done here in South Dakota through our own YCL organization."[75] In 1930 there were 4,000 leagues in operation involving 75,000 boys and girls.[76] Each rural school teacher was required to fill out a YCL report for her County Superintendent of Schools at the end of the academic year. In this report such things as the number of members and activities undertaken during the year were summarized.[77] Philip Brown will be presenting a paper on the Young Citizens' League in South Dakota at the Thirteenth Annual Dakota History Conference on April 10, 11, 1981, on the Dakota State College campus in Madison.[78]

The curriculum for the rural schools of South Dakota has undergone many changes since the first school was held in the summer of 1860 in Bon Homme County. There are many generations of South Dakotans that received their education in the rural schools throughout the state. Marian Cramer, who wrote a paper for the Dakota History Conference in 1980 concerning rural education, states:

"In preparation of this paper I researched four products of our rural school system: a teacher who went on to establish the electrical engineering department and serve as President of South Dakota State in Brookings, the late Dr. H. B. Mathews; a founder and long-time leader of the co-operative movement in the midwest, Mr. Emil Loriks of Oldham, SD; a former governor and federal judge, Mr. Sigurd Anderson

of Webster, SD; and the only South Dakotan to achieve the honor of a Nobel Prize in Economics, Dr. Theodore Schultz of the University of Chicago, formerly of Badger, SD.

These four men represent the highest level of scholarly achievement. Countless men and women, sons and daughters of Dakota, have lived useful, satisfying and enriching lives in part because of the good education our rural schools provided."[79]

Reading, Writing, 'Rithmetic and Recitation served the people of South Dakota well.

FOOTNOTES

1. Letter from County Superintendent of Schools in Brookings County, Herbert W. Blakely, to eighth grade graduating class of 1915. Herbert W. Blakely was the author's father. He served in the capacity of County Superintendent for Brookings County from approximately 1915-1919.

2. Interview with Damar Osterberg, Salem, SD, 1-9-81.

3. The author interviewed twenty-six people for this research project.

4. Everett Dick, The Sod-House Frontier 1854-1890, University of Nebraska Press, Lincoln, Nebraska, 1937, p. 316.

5. Herbert W. Blakely, "Themes of South Dakota History," pp. 68-78 in South Dakota Historical Collections, Vol. 35, 1970, p. 74.

6. Hiram M. Drache, The Challenge of the Prairie, North Dakota Institute for Regional Studies, Fargo, 1970, p. 306.

7. Walter William Ludeman, "Studies in the History of Public Education in South Dakota," pp. 375-502 in South Dakota Historical Collections, Vol. 12, 1924, p. 459.

8. Cleata B. Thorpe, Education in South Dakota: Its First Hundred Yeras, 1861-1961," pp. 205-244 in South Dakota Historical Collections, Vol. 36, 1972, p. 234.

9. Territory of Dakota, 1888, First Biennial Report of the Territorial Board of Education and the Nineteenth Annual Report of the Territorial Superintendent, Shoals Printing Company, Aberdeen, Dakota, 1888, p. vii.

10. Everett Dick, Op. Cit., p. 321.

11. Walter W. Ludeman, Op. Cit., p. 459.

12. Ibid., pp. 459-460.

13. Interview with Mary Kane, Montrose, SD, 1-9-81.

14. Ibid.

15. Report, Territorial Board of Education, Op. Cit., pp. 131-144.

16. Walter W. Ludeman, Op. Cit., p. 462.

17. Ibid., p. 462.

18. Cleata B. Thorpe, Op. Cit., pp. 285-320.

19. Walter W. Ludeman, Op. Cit., p. 463.

20. Interview with Damar Osterberg.

21. Interview with Ted Jongeling, Lennox, SD, 2-3-81.

22. Interview with Helen Walker, Madison, SD, 1-27-81.

23. Interview with Mildred Smit, Lennox, SD, 2-3-81.

24. Interview with Katherine Bruns, Madison, SD, 12-12-80.

25. Interview with Bertha Randall, Junius, SD, 1-8-81.

26. Interview with Charles Schrag Speck, Freeman, SD, 1-5-81.

27. Ibid.

28. Cleata B. Thorpe, Op. Cit., p. 287.

29. State of South Dakota, Final Eighth Grade Examination for Rural Schools, 1927-28 school year.

30. Educator Supply Company, Mitchell, SD, Final Seventh Grade Examination for Rural Schools, 1926-27 school year.

31. Cleata B. Thorpe, Op. Cit., p. 263.

32. Correspondence with Mrs. John W. Yttreness, Beresford,SD.

33. Correspondence with Mildred Larrington Rumrill, Madison, SD.

34. Correspondence with Mrs. Harold Wilcox, Jefferson, SD. Her grandmother, Mrs. Jim Violette Shaver, taught in LaFoon township, Faulk County, around the year 1900. Her mother Harriet (Shaver) Keller and mother's sister, Alice (Shaver) Case, were also teachers, as was Mrs. Wilcox. All taught in Faulk County rural schools between 1900 and 1950.

35. Correspondence with Mrs. Francis Preheim, Freeman, SD.

36. Correspondence with Grace Ludens, Springfield, SD.

37. Interview with Ted Jongeling, Lennox, SD, 2-3-81.

38. Interview with Katherine Bruns, Madison, SD, 12-12-80.

39. Interview with Jeanette Staudy, Castlewood, SD, 1-25-81.

40. Interview with Jane Rose, Castlewood, SD, 1-25-81.

41. Correspondence with Herbert Koerner, Freeman, SD.

42. Interview with Hennetta Greenfield, Lennox, SD, 2-3-81.

43. Interview with Doris Jibben, Lennox, SD, 2-3-81.

44. Interview with Katherine Bruns.

45. Interview with Mary Kane, Montrose, SD, 1-9-81.

46. Interview with Hennetta Greenfield.

47. Teacher Register, Eldorado Rural School District #5, Buffalo County, 1927-28 school year.

48. Ibid., 1928-29 school year.

49. Teacher's Register, Plainview Rural School District #5, Buffalo County, 1949-50 school year.

50. Interview with Hennetta Greenfield; interview with Mildred Smit, Lennox, SD, 2-3-81; interview with Irva Oltmanns, Lennox, SD, 2-3-81.

51. Interview with Mary Quick, Salem, SD, 1-9-81.

52. Report of Territorial Board of Education, Dakota Territory, 1888, Op. Cit., p. vii.

53. Cleata B. Thorpe, Op. Cit., pp. 215-216.

54. Walter W. Ludeman, Op. Cit., pp. 475-476.

55. Cleata B. Thorpe, Op. Cit., p. 291.

56. Interview with Jeanette Staudy.

57. Textbook Record for Eldorado Rural School District #5, Buffalo County, date not given, but the author thinks it is in the late 1920's.

58. Interview with Mary Quick.

59. Interview with Damar Osterberg and Doris Jibben.

60. Interview with Alice Goeman, Lennox, SD, 2-3-81. Thelma Eidsness was the County Superintendent of Schools that Alice was talking about for Lincoln County. She served twenty-six years from 1941 to 1967.

61. E. C. Coddington, Science Paths for fifth grade, Educator Supply Company, Mitchell, SD, 1946, pp. 89-90.

62. M. M. Gabin, Spelling Aid for seventh grade, Hub City School Supply Company, Aberdeen, SD, 1933, p. 2.

63. Faith Powell Willard, Social Study Stories, Midwest Press and Supply Company, Sioux Falls, SD, 1944, p. 101.

64. J. M. Parkhurst, My Progress Book in U.S. History, No. 2, American Education Press, Inc., Columbus, Ohio, no copyright date, p. 30.

65. G. R. Bodley and E. L. Thorston, The Old World Continents, Iroquois Publishing Company, Syracruse, NY, 1940, p. 193.

66. Edith Underwood Conard, Show Me How to Write, Book One, A. N. Palmer Company, Cedar Rapids, Iowa, 1936, pp. 8, 9.

67. Marcia H. Bronson, Cursive Writing the Easy Way, Book Three, A. N. Palmer Company, Cedar Rapids, Iowa, 1950, p. 2.

68. Royal B. Farnum, Practical Drawing Art Education Edition, Book Eight, Practical Drawing Company, Chicago, no copyright date, p. 6.

69. Margaret Culp, A Sixth Grade Pupils Study Manual, Hub City School Supply Co., Aberdeen, SD, 1941, pp. 156-157.

70. English Grammar, Book Two, no publisher given, 1916, p. 22.

71. Bessie Shedd, One Hundred Authors, Outlines in English and American Literature, Flannagan Company, Chicago, IL, 1904, p. 120.

72. Theresa Dansdill, Health Training in Schools, National Tuberculosis Association, New York, 1924, p. 350-351.

73. The Work-Play Books, The Little Chart, The McMillan Company, 1935, p. 5.

74. Mabel O'Donnell, Guidebook for Teachers, Alice & Jerry Books Reading Foundation Series, Ron Peterson & Company, Evanston, IL, 1941, is an example of these reading guide books.

75. Cleata B. Thorpe, Op. Cit., pp. 288-289.

76. Ibid., p. 289.

77. Young Citizens' League Report for the Stockman School, Rouse District #74, Charles Mix County, 1958.

78. Herbert W. Blakely, Director, Dakota History Conference, arranged the program.

79. Marian Cramer, "The Four R's: Reading, 'Riting, 'Rithmetic, Rural," pp. 65-75 in Papers of the Twelfth Annual Dakota History Conference, H. W. Blakely, Editor, Dakota State College, Madison, SD, 1981, p. 73.

STATE OF SOUTH DAKOTA

Final Eighth Grade Examination

May 17-18, 1928

(Official)

(For Rural Schools)

INSTRUCTIONS TO PUPILS

1. Do not hurry with your work. Be careful of your writing and spelling. Be neat; keep your manuscript free from blots and finger marks, as neatness and legibility will be taken into consideration in marking papers. Be careful to answer every part of every question.

2. After working an arithmetic problem always ask yourself the question,--Is my answer reasonable? If you will do this every time that you should do so, there is very little likelihood that you will allow a foolish answer to lower your grade.

3. Do not communicate with anyone except the examiner during the test. The county superintendent wishes what you can say upon your papers, not what some one else thinks.

4. Do not be too anxious to get your returns from this examination. The report will be sent to you as soon as it is ready. If your papers grade as stated elsewhere in these regulations, you will receive your certificate of promotion and your Common School Diploma which will entitle you to enter a high school.

5. Schedule:

Thursday, May 17.
A.M.--Preliminary--Reading--Drawing
P.M.--Grammar--U.S. History

Friday, May 18.
A.M.--Arithmetic--Spelling.
P.M.--Civics--Geography.

Penmanship will be judged from neatness and legibility of manuscript. Consideration for daily work to be determined by the County Superintendent.

6. Passing Grades. For promotion to high school an average grade of 80%, with no subject below 65% is required.

READING
(Answer Five)

1. Give two good reasons why you should learn to read.

2. Outline briefly some book you have read this year. Give the author.

3. Why should you use the dictionary and reference books? Name the reference books you have used.

4. Choose eight of the following and name author of each:

Christmas Carol.

Crossing the Bar.

The Man Without a Country.

The Vision of Sir Launfal.

Bunker Hill Address

Message to Gracia.

Gettysburg Address.

God Bless Us Every One.

The House by the Side of the Road.

5. Give a quotation from Abraham Lincoln. Name one of his famous speeches and tell under what circumstances it was given.

6. Name and discuss two important current events of the year; one of national importance and one concerning state affairs.

DRAWING
(Answer Five)

1. Who painted the following?:

The Mill.
Song of the Lark.
The Angelus.
Dance of the Nymphs.
Christ and the Doctors.

2. Select one of the above pictures and tell what it means to you, where the beauty lies, the central thought of it, and a brief history of the artist.

3. Name the primary colors; the secondary colors.

4. Draw a book cover design suitable for a patriotic notebook.

5. Interpret by perspective drawing the following verse:

"Still sits the school house by the road,
A ragged beggar sunning,
Around it still the sumacs grow,
And blackberry vines are running."

6. Give three reasons why it is important to learn to draw.

GRAMMAR
(Answer Nine)

1. Define: Transitive verb; Intransitive verb; give an example of each.

2. Name, define and give an example of the eight parts of speech.

3. What is comparison? Compare the following words: little, good, old, able, sweet, tall.

4. Write sentences containing:
(a) An adjective clause.
(b) An adverbial clause.
(c) A direct object of a verb.
(d) An indirect object of a verb.

5. Give the principal parts of the following verbs: is, come, go, ate, see, give, lie, bring, do, take.

6. Write a business letter, a friendly letter, or an application for a position.

7. Use a personal pronoun as the (a) subject of a sentence, (b) object of a transitive verb, (c) object of a preposition, (d) denoting possession.

8. What is a participle? An infinitive" Give an example of each.

9. Name the classes of nouns and give an example of each.

10. (a) How is the possessive case of nouns formed? (b) Give the singular and plural possessive of the following: Man, girl, monkey, ox, negro, mouse.

U.S. HISTORY
(Answer Eight)

1. (a) What was the "Spoils System"? What has taken the place of it? (b) How did Jackson get rid of the United States Bank? What was the result?

2. State fully why slavery developed in the South but died out in the North.

3. Discuss any three of the following briefly:
   (a) Compromise of 1850.
   (b) Teapot Dome.
   (c) "54-40 or Fight."
   (d) Nullification.

4. What are the 16th, 17th, 18th, and 19th Amendments of the Constitution of the United States?

5. Name five territorial acquisitions of the United States and tell how and from whom each was obtained.

6. Dates and Events. Following is a list of dates and events. Copy the proper date in the blank by the event to which it belongs.

Battle of Gettysburg _____	1820
Admission of South Dakota as a state _____	1803
Missouri Compromise _____	1808
Louisiana Purchase _____	1889
Importation of slaves prohibited _____	1863

7. Who invented the following: Cotton gin, steamboat, sewing machine, aeroplane, reaper, electric light, wireless telegraph? Tell how one has affected the development of America.

8. Four nations that fought in the World War were _____, _____, _____, and _____.

The American Legion is composed of _____.
Two great farmers' organizations are the _____, and the _____.

Has the United States joined the League of Nations? _____ was the first man to make an aeroplane flight from the United States to France.

The government is now using aeroplanes in our _____ service.

9. State briefly the facts concerning Lincoln's death and tell what effect this had on Reconstruction in the South.

ARITHMETIC
(Answer Eight)

1. Define a Corporation and name five well known corporations.

2. A farmer paid $75 each for two cows. He sold one at a gain of 15% and the other he sold at a loss of 20%. Did he gain or lose on the transaction, and how much?

3. A farmer delivered to a creamery 480 lbs. of milk that tested 3.6% butterfat. He was paid $.32 per pound for butterfat. How much did he receive?

4. A rectangular bin 6 ft. wide, 10 ft. high, and 20 ft. long is 2/3 filled with grain. How many bushels of grain are there? If it was wheat what would it weigh?

5. From the following data write a promissory note:
Date--July, 1926.
Face--$200.00
Rate--10%.
Time--6 months.
Maker--John Doe
Payee--Fred Jones.
Find the date of maturity, the interest and the amount.

6. Name five methods of sending money. What are the advantages of having a checking account at the bank and paying bills by check?

7. What is a board foot? Find the number of board feet in the following pieces of lumber:
12 2x4's 14 feet long.
10 4x4's 12 feet long.
12 timbers 6 inches wide, 3 inches thick and 12 feet long.

8. Name the standard time belts in the U.S. In which one do you live? How must you change your watch when traveling from Huron to Rapid City? Be exact.

9. Find the cubical contents of a cylindrical tank whose base is 8 feet in diameter and is 12 feet high. About how many gallons of water would it hold? (1 cu. ft. contains about 7½ gallons.)

SPELLING

1. absence
2. athletic
3. committee
4. experience
5. firm
6. increase
7. local
8. minute
9. official
10. proceed
11. relief
12. thermometer
13. celebration
14. agreement
15. career
16. conference
17. emergency
18. feature
19. height
20. annual
21. majority
22. national
23. organize
24. publication
25. secure
26. assist
27. appreciate
28. character
29. cordially
30. especially
31. February
32. illustrate
33. issue
34. material
35. necessary
36. particular
37. recent
38. distinguish
39. association
40. citizen
41. distribute
42. estimate
43. finally
44. immediate
45. mere
46. object
47. preliminary
48. refer
49. system
50. arrangement

CIVICS
(Answer Eight)

1. Name five county offices and tell what are the duties of each officer. (You need not give the officers' names.)

2. Name and locate six state institutions in our state.

3. Draw a congressional township, number the sections, locate the school sections and shade the S.E. ¼ of the S.W. ¼ of section 8.

4. How many members are there in the National House of Representatives? In the Senate? Name the Senators from South Dakota.

5. Explain briefly how a bill becomes a law in our State Legislature.

6. Name five powers of Congress.

7. Name some of the duties of a good citizen.

8. Explain the following terms: Majority, adjourn, convene, community, co-operation, quorum, committee.

9. Have you a perfect right, through carelessness, to take a disease and spread it around your community? Why?

GEOGRAPHY
(Answer Eight)

1. Name five important outlying possessions of the United States.

2. Name ten countries in Europe, and write a sentence about each.

3. Name and locate five of the greatest river systems of the world.

4. (a) Name four leading countries of South America.
   (b) Name an important city of each.
   (c) Name an important product of each.

5. (a) What European countries own most of Africa?
   (b) Why is it called the "Dark Continent"?
   (c) Name some important products of Africa.

6. (a) Name three important countries of Asia, and the capital of each.
   (b) What are the principal races of men living in Asia?

7. (a) Name five chief industries of the United States.
   (b) Name three important imports of the United States.
   (c) Name five important exports of the United States.

8. Draw a map of South Dakota, putting in the Black Hills, five largest cities, your home, chief rivers, two railroads, and two highways.

9. (a) Rotation causes _____.
   (b) Revolution and inclination of earth's axis causes _____.

(c) Latitude is _____.

(d) Longitude is _____.

(e) Five zones are _____, _____, _____, _____, and _____.

FINAL SEVENTH GRADE EXAMINATION

May 19-20, 1927

(For Rural Schools)

INSTRUCTION TO PUPILS

1. Do not hurry with your work. Be careful of your writing and spelling. Be neat; keep your manuscript free from blots and finger marks, as neatness and legibility will be taken into consideration in marking papers. Be careful to answer every part of every question.

2. After working an arithmetic problem always ask yourself the question,--Is my answer reasonable? If you will do this every time that you should do so, there is very little likelihood that you will allow a foolish answer to lower your grade.

3. Do not communicate with anyone except the examiner during the test. The county superintendent wishes what you can say upon your papers, not what some one else thinks.

4. Do not be too anxious to get your returns from this examination. The report will be sent to you as soon as it is ready. If your papers grade as stated elsewhere in these regulations you will receive a certificate of promotion from the seventh grade.

5. Schedule:

Thursday, May 19th.
A.M.--Preliminary--Reading--Drawing
P.M.--Grammar--U.S. History
Friday, May 20th.
A.M.--Arithmetic--Spelling
P.M.--Physiology--Geography

Penmanship to be judged from neatness and legibility of manuscript. Consideration for daily work to be determined by the County Superintendent.

6. Passing Grades. For promotion to the eighth grade an average grade of 75%, with no subject below 60% is required.

READING
(Answer Eight)

1. Name titles and authors of five books you have read this year.

2. Give a short sketch or outline of the story you liked best.

3. Write a short description of the principal characters and at least two other characters mentioned in this selection.

4. Write four words, each requiring a different sound of the letter "a"; three of the letter "e"; two of "i"; two of "o"; and two of "u". Use the proper diacritical marks in every case.

5. Arrange the following words in alphabetical order to the fourth letter as you will find them in a dictionary: bleak, bind, black, bitter, blast, berth, behavior, because, butter, butcher, busy, berry, button, by, bone.

6. Write a short poetical quotation consisting of at least two stanzas, giving author.

7. Write a prose quotation, consisting of at least four lines, naming author or source.

8. Discuss some agricultural topic you enjoyed reading in a farm paper or magazine.

9. Discuss some current topic you have read in a newspaper.

10. Name the newspapers, magazines or other periodicals you read regularly in one column, and those you read occasionally in another column. Designate one column as "regularly read," the other as "occasionally read."

DRAWING
(Answer Five)

I. Name five famous painters and give the name of one picture each painted.

2. Describe your favorite picture; give name of artist and tell why you like it.

3. Draw a picture of a small table in perspective; on it place an apple and a tumbler showing light and shadow.

4. Make a cover design for a language booklet on either the Life of Washington, or Lincoln.

5. What is color harmony as related to household decoration or to clothing? Give illustrations.

6. What is a conventional design? Draw one that might be used for a wall paper border, telling what figure you conventionalized.

7. Make a working drawing of any one of the following: rolling pin, small kitchen table, or clock shelf.

GRAMMAR

1. Define and illustrate: simple sentence; complex sentence; compound sentence.

2. (a) Write several subordinate conjunctions.
(b) Write two sentences each containing a subordinate conjunction.

3. Define the following: a complex sentence; an adjective clause; a noun clause; a preposition; an infinitive.

4. Point out the subject, the predicate and all the modifiers of each in: I shall tell a story about a very small boy.

5. What is a phrase? How does it differ from a clause? Write a sentence containing an adjective phrase, and one containing an adverbial phrase. Underline the phrase in each sentence.

6. Write from a half to a page on any one of the following topics: "The Young Citizens League in Our School"; "The Advantages That the Country Boy or Girl Has That the City Child Does Not Have"; "Boy's and Girl's Club Work, and the Benefits Derived From This Work". (Be careful about capitalization and punctuation.)

7. Write both singular and plural possessive of each of the following words: desk, church, man, attorney general, woman.

8. Fill blanks with who or whom:
To _____ are you giving this money?
_____ bought the farm?
To _____ did you write?

9. Give the principal parts of the following verbs: go, see, stand, hang, laid.

10. What is a noun clause? Write a sentence containing a noun clause.

HISTORY
(Answer Ten)

1. Why were the Spanish the first to settle in North America?

2. Name three Spanish explorers and tell what they explored.

3. Why did the French explore and settle in the Northern part of North America?

4. Name two French explorers who explored the Great Lakes. Which one went down the Mississippi?

5. What people were taken away from their homes by the English soldiers and transferred to other places in America?

6. Name three forts built by the French to hold their claims of discovery.

7. In what battle of the French and Indian War did Washington take part? What English General was killed in this battle? Why were the English so anxious to take this fort away from the French?

8. What policy of Government did England follow in governing the American Colonies after the French and Indian War?

9. Give five reasons why the Americans objected to the treatment of the colonies by the English.

10. Describe the condition of Washington's army during the winter of 1777-8 at Valley Forge.

11. Give a short outline of Washington's administration describing the condition of the country and what was done to put our government on a sound footing.

ARITHMETIC
(Answer Ten)

1. A man bought 5 bushels of lettuce for $5.00. There are 18 heads to the bushel. He sold them at 10 cents a head. Did he make or lose, and how much?

2. A piazza is 17 feet long, and 7½ feet wide. What is the distance around it, and what will it cost to paint the floor at 50 cents a square yard?

3. In 1926 there were 164,551 pupils in all classes of schools in South Dakota. 26,395 of them were in the high schools. What per cent of all the pupils were in the high schools?

4. A man bought 5 bushels of potatoes a week at $2.00 a bushel, and sold them at 55 cents a peck. What profit does he make on the 5 bushels? How much would he gain in 20 weeks?

5. A farmer bought a stack of hay that was 24 feet long, 14 feet wide and would average 8 feet high, for $10.00 a ton. He sold half of it for $15 per ton. What did he make on the transaction?

6. What per cent of the cost was the gain?

7. W. H. Smith of Pierre, South Dakota, borrowed $3280 from C. T. King, and gave his note at 8% interest. This note was given January 1st, 1924, and was paid with interest on October 1st, 1926. What amount of money did Mr. King receive?

8. Make out the above note, and show the proper indorsement on the back of the note when it was paid.

9. Mr. Joseph Swenson gave a note to K. H. Cressman for $2,000, bearing interest at 6%, which was to be due July 1st, 1925. On October 1st, Mr. Cressman discounted this note at the Pierre National Bank, the rate of discount being 8%. How much did Mr. Cressman receive at the date of discount, not allowing any days of grace?

10. A dealer sent his agent $2040 to buy potatoes. After taking out his commission of 2%, he bought potatoes at $1.25 per bushel. How many bushels did he buy?

11. A farmer dug a pit silo 10 feet in diameter, and 20 feet deep. How many cubic feet of silage will it hold?

SPELLING

acquaintance
account
appetite
avenue
answer
anxious
bicycle
bruise
cushion
language
handkerchief
shepherd
Tuesday
Wednesday
wonder
acknowledge
college
compliment
expense
foreign
government
measure
mortgage
nuisance
persuade
restaurant
salary
bouquet
business
campaign
recommend
militia
yacht

arrest
factory
famous
instead
judge
luncheon
neighbor
president
proper
purpose
stomach
subject
thorough
though
decision
capture
freight
genuine
o'clock
peculiar
scenery
partner
receipt
principle
pursue
suspicious
license
treasure
silence
hygiene
lieutenant
weapon

compass
axle
enamel
engineer
procession
Pierre
procedure
altitude
physician
oxygen
accurate
character
righteous
aviator
style
aeroplane
opponent
challenge
stationery
ceremony
initial
mystery
difficulty
cemetery
resign
wholesome
privilege
traitor
visible
obstacle
pleasant
amateur

HYGIENE-PHYSIOLOGY

1. Name the organs of digestion and state the work of each organ.

2. Describe fully how a room should be ventilated.

3. What are the characteristics of good water? Discuss the main uses of water and the necessity of it being pure.

4. Give some rules that would help keep us in good health.

5. Describe the skin fully and give its uses.

6. How may we train our muscles? Give some striking examples.

7. Write at some length on the subject "Guarding Against Accidents."

8. Why is cleanliness important? What can you say about towels? About drinking cups? Disposal of garbage? About flies?

9. Make out a menu for three meals of one day for a person attending school, the menu to show what....

(The last question was not legible from the copy.)

GEOGRAPHY

Omit one of the first eight questions.

1. Name, locate, and describe three wonderful, picturesque places in the United States.

2. (a) What is the chief industry in South Dakota?
(b) State why it is the chief industry.

3. Name the New England States and tell about the chief industry in that section.

4. Why are there more people in the eastern part of the United States than elsewhere in the Union? Explain fully.

5. What state leads in the production of cotton? of building materials? of coal? of petroleum? of rice?

6. (a) Name the states that border on the Pacific Ocean. (b) Name two cities in these states that have fine harbors.

7. Compare Mexico and Alaska as to products, people and government.

8. (a) Where do they make automobiles? (b) What cities are great meat packing centers? (c) In what sections of the United States are there many cattle? (d) Where is our flour made?

9. Use a separate sheet of examination paper and on it draw an outline map of North America showing its political divisions.

10. On this map draw in detail the two greatest river systems in North America.

11. Locate on this map New Orleans; Sioux City; Washington, D.C.; Denver; Seattle; Kansas; Great Salt Lake; Boston; Quebec; and Wind Cave.

Following taken from Textbook Record for Eldorado Rural School District #5, Buffalo County.

ACCESSION RECORD

NAME OF BOOKS	No. Purchased	
Hamilton's Arithmetic, Elementary	6	
Hamilton's Arithmetic, Advanced	3	
Brigham & McFerlane's Geo. Book 1	4	
Brigham & McFerlane's Geo. Book 2	1	
Overton's Physiology Intermediate	5	
Overton's Physiology Advanced	2	
Overton's Personal Hygiene	6	
First book in American History, Egg.	5	
New Century History, Eggleston	3	
Essentials of English, Pearson & Kirchway	5	Book 1
Essentials of English, Pearson & Kirchway	3	Book 2
Myers School Music Reader		
Carpenter's Around The World	5	With Children
Thomas' Rural Arithmetic	1	Supplementary
Agriculture, Goff and Mayne		
Dictionary, Webster's		Shorter Course
Dictionary, Webster's		Elementary
Dictionary, Webster's	1	Secondary
Serving Tablets, Blair		
Elson Primary School Reader	4	Book III
Elson Primary School Reader	1	Book IV
Elson Grammar School Reader	6	Book I
Elson Grammar School Reader	2	Book II
Elson Grammar School Reader	3	Book III
Elson Grammar School Reader		Book IV
Laurel Primer	4	
Laurel First Reader	5	
Laurel Second Reader	3	
Practical Method Example Book	13	Book 1
Practical Method Example Book	8	Book 2
Practical Method Example Book	2	Book 3
The Palmer Method of Business Writing	7	
Writing Lessons for Primary Grades	10	
Jones Spelling Book, Part 1	10	
Jones Spelling Book, Part 2	14	
Jones Spelling Book, Parts 1 & 2		bound together
Capital Progressive Drawing Course	2	per tablet
Lederer's Drawing Made Easy		
Lederer's Progressive Drawing Lessons		
South Dakota History, Johnson	1	
Civics, The State and Nation, Johnson	2	

COUNTRY SCHOOLS AND THE AMERICANIZATION OF ETHNIC GROUPS

A RESEARCH REPORT

by

HERB BLAKELY

COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

A NATIONAL ENDOWMENT FOR THE HUMANITIES GRANT

TO THE

MOUNTAIN PLAINS LIBRARY ASSOCIATION

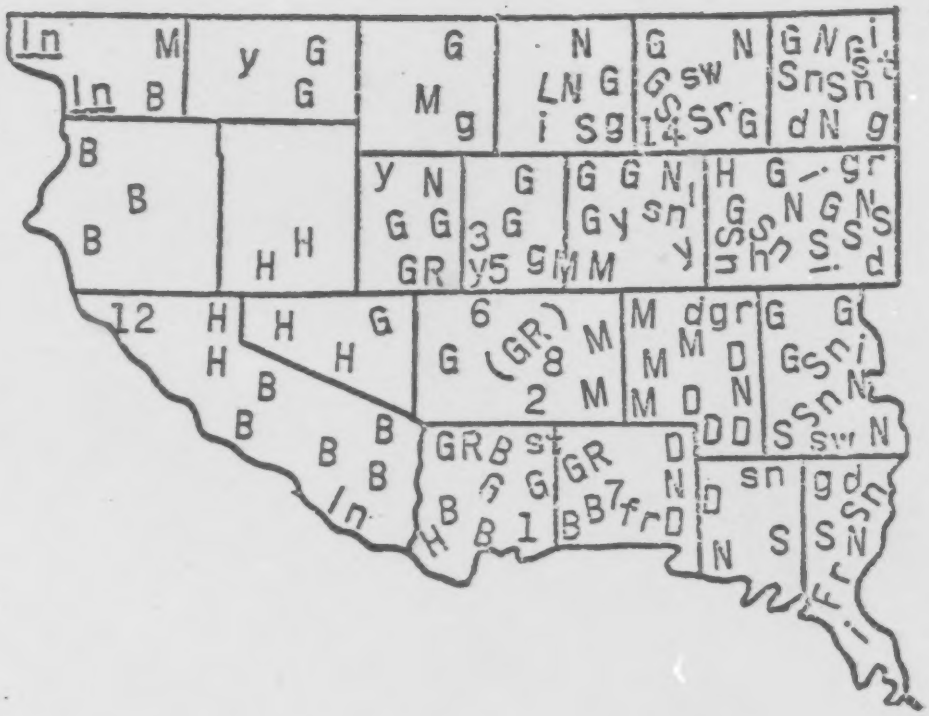
MARCH, 1981

COUNTRY SCHOOLS AND THE AMERICANIZATION OF ETHNIC GROUPS

South Dakota is the land of infinite variety. There are marked differences in many characteristics. The west river area is ranching country; the eastern section is mainly small grain farming. There are climate variations; cold in winter, hot in summer. There certainly is a variety of different ethnic groups in the state. The map on the following page represents the distribution of such ethnic groups in South Dakota in 1961. Only the twenty-one southeastern counties are shown, as these are the counties that the author did his research in.[1]

Each capital letter represents the relative location of farm families of the same nationality living near each other. The small letters represent smaller farm groups. Space does not permit showing all nationality groups. (The nationality composition of cities and towns is not shown.) Spaces with no letters mean that there is no nationality group predominant--less than ten farm families of the same nationality. It also means, especially west of the Missouri River, that the area may be sparsely settled. A letter or letters in parenthesis indicates that the nationality group predominates throughout the county. B--

Bohemians (Czechs); D--Danes; F--Finns; Fi--French-Indian; Fr--French; G--German; Gr--German-Russian; H--Netherlands-Dutch; Hn--Hungarians; I--Irish; In--Indian; L--Luxemburg; M--Mennonites; N--Norwegian; P--Polish; S--Swede; Sn--Scandinavian; St--Scotch; Sw--Swiss; W--Welsh; Y--Yankee (English, Old Am. Stock, etc.) Numbers 1 to 18 indicate location of Hutterite Colonies.



BEST COPY AVAILABLE

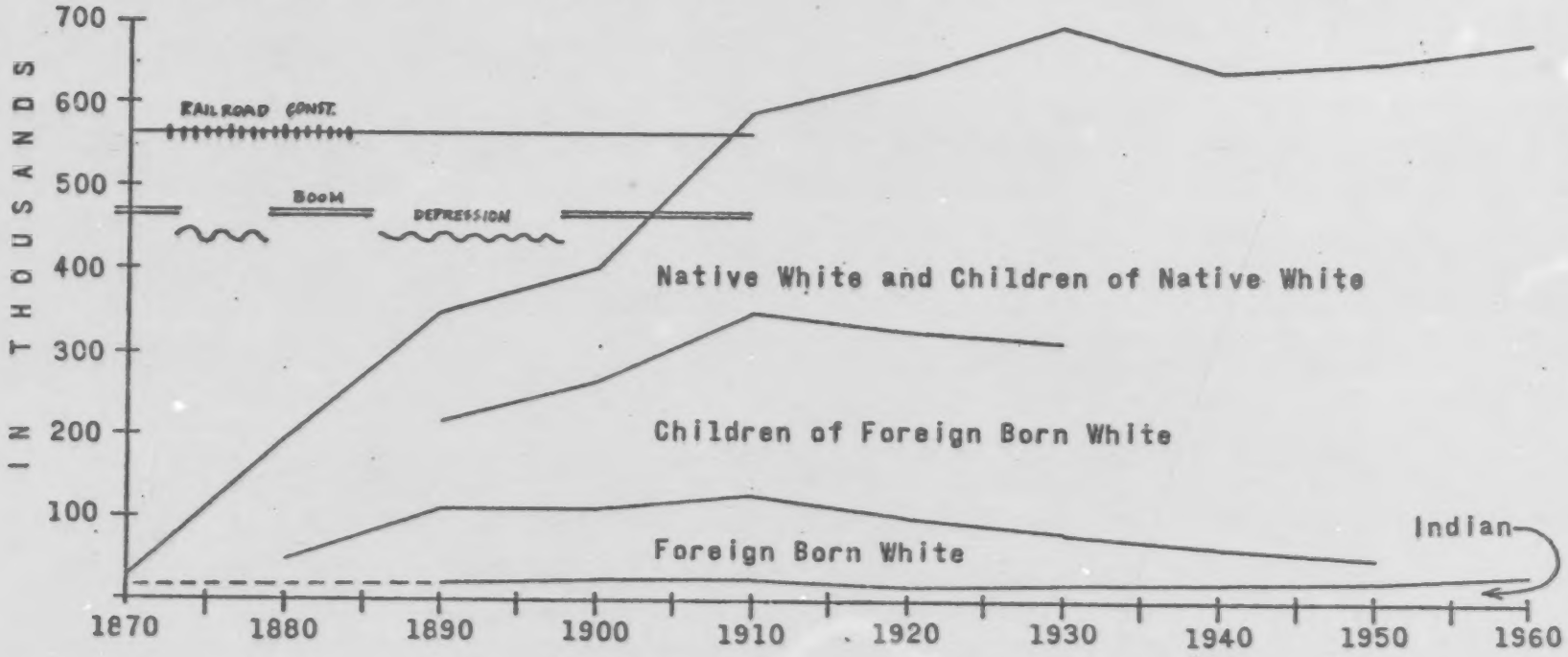
The population of South Dakota is predominantly white. The Indian population has remained relatively the same in proportion of the total population since 1870.[2] Today there are just over forty-five thousand Indians in South Dakota, which is 6.5 percent of the state's 1980 population of just over six hundred ninety thousand.[3]

The graph on the following page gives the trends of the total population for South Dakota from 1870 to 1960, as well as the trends in the proportion of the total population that was Indian, foreign-born white, children of foreign-born white, native white, and children of native white.[4]

Using the figures from 1910 as an example, 37.2 percent of the total population were children of foreign-born white and 17.2 percent were foreign-born white. Together the foreign-born white persons and the children of foreign-born white persons represented more than half of the total population in South Dakota. This means that perhaps an approximate 54.4 percent of the people of South Dakota spoke a foreign language and followed many cultural practices characteristic of the Old World at that time.[5]

In general, families coming to southern Dakota tended to homestead in localities where others of the same origin had settled. These groupings were not highly organized (except in such cases as the Hutterites) but developed because of language ties, a desire to preserve Old World customs and realistically for the comfort and security of having "something in common" with neighbors in a new land.[6]

FIGURE 1. PROPORTION OF TOTAL POPULATION IN SOUTH DAKOTA THAT WAS INDIAN AND OTHER NONWHITE, FOREIGN BORN WHITE, CHILDREN OF FOREIGN BORN WHITE, AND NATIVE WHITE AND CHILDREN OF NATIVE WHITE, FOR YEARS INDICATED



A foreign language, such as German, Norwegian, Dutch and others, was used in the home, in church services, neighborhood gatherings such as barn dances, mutual aid relationships, and in just visiting. Before and sometimes after the compulsory school attendance law was passed in South Dakota in 1915, a person of immigrant stock could be born, raised, married, could farm and be buried without knowing much, if any, English. As late as the 1930's there were children in South Dakota who used a foreign language almost exclusively up until the time they started school.[7]

The immigrants from Europe, as well as elsewhere, brought their culture--their learned ways of thinking and doing things--with them to their adopted country. Their culture dated from their childhood, so it was very much a part of them. When they came to South Dakota, they came in contact with people who had different behavior patterns; in consequence, a gradual adjustment took place with the immigrants making most of the changes. They had to go along with what was expected in the new society. The principal problem in learning the new "ways" was communication. Immigrants had to learn English.[8]

In interviewing for the research connected with this rural school project, the author encountered eight interviewees that remembered children not speaking English in the classroom in the early elementary years. Albert Hofteizer could not talk "American" when he first entered rural school east of Castlewood, SD, in 1903. There was a Dutch community

about four miles east of Castlewood and these children spoke only Dutch when they started school. The teacher could partially understand Dutch, so this helped a lot. Mr. Hofteizer remembers the teacher showing him a picture of a bird and he called it a "vogel." This was the way that he was introduced to the English language. The teacher would show him pictures of common things and then associate the word with the picture. He said it did not take very long to learn the English language. He did not place a specific time on it.[9]

Hennetta Greenfield, a retired rural school teacher with forty-four years' experience, recalls that the children in the New Holland area of Douglas County could not speak any English when they first came to school. She could understand some of what they were saying when they spoke either Dutch or German. This helped a great deal in helping the students to learn English. She would never answer the children in any language other than English. She thought the children learned a lot of English from other children on the playground. Hennetta estimated that it took the little ones about one-half year to learn English.[10]

Katherine Bruns, who taught for a period of time in the rural schools of Moody County, remembers growing up around Benson, Minnesota, with children who could only speak Norwegian when they entered the rural school. Their teacher could speak Norwegian so she would give them help in school in the Norwegian language. Katherine remembers the teacher using a

lot of drill and repetition to help the children learn the English language.[11]

Helen Walker, former County Superintendent of Schools for Lake County, remembers that when she first started teaching in a rural school outside of Madison in 1925 she had three children that started the school year late around November and none of them could speak English. They had recently come across the ocean directly from Russia. They spoke only German, as they were Germans from Russia. Their ages were twelve, fifteen and sixteen. She started their English instructions by going around the schoolroom and associating names with objects in the schoolroom (example: desk, chair, window). Mrs. Walker also taught them the names of their classmates at an early date so they would know who they were playing with. The older children were very helpful in helping them learn English. The other children never made fun of them on the playground or in the classroom. These children were very impressed with the Christmas program and the fact that each of the children received a gift that was neatly wrapped. Mrs. Walker believes that they must have been extremely poor in Russia. The three German-Russians were very good students. This was exemplified by the fact that the sixteen year old girl took the eighth grade examination the next year and passed after being in America only one year. Mrs. Walker still keeps in touch with this girl (older woman now). There was a common bond there, as Helen was only eighteen when she taught in that school.[12]

Mary Quick, former Superintendent of Schools in McCook County, started her teaching career south of Salem during World War I. She had several children of Mennonite beliefs in her class. They could not speak or understand English when they started school. She taught them Little Red Riding Hood with the picture and word association. The children enjoyed this association and they got so that they could understand English in about a four-month time span.[13]

Kathryn Hunt grew up in the German speaking area of Turner County. She recalls taking a year off from her regular education in the rural school to attend Bible school for one entire year in Menno. She was of the Mennonite faith and lived quite far from where regular Bible classes were held in conjunction with the school year. Consequently, she attended a boarding school to receive her religious instruction. This was between her seventh and eighth grade years. She recalls that German classes were sometimes held in her home school in the summer for a two-week span.[14] This certainly exemplifies the fact that many Germans wanted to keep their children fluent in their mother tongue as they were learning English in the regular rural school. This practice of extra language instruction every day in German is still carried out in the Graceville Colony in Lake County.[15]

When Charles Schrag Speck started teaching in a rural school southeast of Freeman in the early 1920's, he encountered eight students who could not speak English in the lower grades. This did not bother him, as he could speak German

fluently. He would help the students by explaining things in German as well as English until they understood in English. He had a deaf-mute in school one year. The boy's parents were also deaf-mutes so this was a real challenge. He would work with the boy for hours at a time after school. Finally, the boy learned to understand what Mr. Speck was talking about. He considered working with this deaf-mute a greater challenge than working with children who could not speak English.[16]

Edwin Graber, who taught rural schools around the Freeman area in the 1920's and taught in a consolidated rural school southeast of Freeman in the 1930's, encountered many students who could not speak English when they first entered the rural school. He stated that many of the rural school teachers, like himself, in the Freeman area could speak German fluently. Freeman Junior College and Freeman Academy did an excellent job of teaching German to prospective rural school teachers. This undoubtedly helped to have a rather wide geographic area where many of the rural school teachers were fluent in two languages. Mr. Graber used to use Little Red Riding Hood as a transitional story that was gone over in both German and English. He oftentimes would hear German swear words on the playground. Of course, he would correct the children when this occurred.[17]

Reuben Goertz, a retired rural mail carrier and one who has done extensive research on the Germans from Russia who reside in South Dakota, points out the importance of a

dedicated teacher. He moved from Freeman to Iroquois, SD, when he was in the third grade. Iroquois was not a German community. He had a definite German accent. The fifth grade teacher was from the Bridgewater area and so was familiar with the Germans in the Freeman area. She pointed out to Reuben that he would be a marked man if he were to go through life with his German accent. She spent many, many hours working with Reuben after school so that he would not have this accent. This certainly shows great dedication on her part.[18]

The Germans from Russia began their migration to Dakota Territory in 1873. Several thousand of them settled in Bon Homme, Hutchinson, Turner and Yankton counties. Generally referred to as German-Russians, these settlers were the descendents of Germans who settled in large groups in southern Russia during the eighteenth century. Under special concessions granted them, they were able to preserve their cultural and social identity, retaining their own language, worshipping in their own faith, administering their own educational system and selecting their own local and district officials. In a spirit of reaction, the Russian government in 1871 decreed the abolition of these special privileges, giving the German colonists what amounted to a choice between leaving Russia within ten years or becoming completely Russianized. Many decided to migrate to Canada and the United States and hence to Dakota Territory.

The first Mennonite settlers came in the fall of 1873, and settled in Childstown township, Turner County. The

Hutterian Brethren or Hutterites also migrated from Russia to the Dakota prairies. This sect, closely related to the Mennonite in some of its religious beliefs, practiced a form of religious communism, living in colonies and holding all goods and property in common in accordance with a strict interpretation of early Christian teachings. A group of forty families established the first colony in Bon Homme County in 1874. In the same year a second group established a colony at Wolf Creek in the southern part of Hutchinson County. In 1877 the Elm Springs Colony was organized. From these three original communities, the Hutterites expanded within the course of half a century to a total of seventeen colonies, all of them, except for the mother colony at Bon Homme, located along the James River or its tributaries. In their search for unimproved lands where they might form compact communities with minimum infiltration by other nationalities, the Mennonites advanced beyond the line of settlement along the Missouri and the Big Sioux. The course taken by the Mennonite settlers usually led up the James River Valley into Hutchinson and Turner counties, with the heaviest concentration in the vicinity of Freeman.[19]

World War I brought discrimination against many Germans living in South Dakota. Dismayed by the treatment accorded them by their neighbors, all but one of the Hutterite colonies disposed of their lands and moved to Canada.[20] Two decades later, they moved back to South Dakota from Canada.[21] In 1961 there were eighteen Hutterite colonies in South Dakota

located mainly along the James River in the southeastern part of the state.[22] One of the major site selection decisions for a colony involves the proximity to water and the physical isolation policy.[23]

The school in the typical Hutterite colony is normally found off to one side from the other buildings so the children will have playing areas.[24] On March 5, 1981, the author visited for half a day the Hutterite school at the Graceville Colony in Lake County. In this particular school there are twenty-one students this year broken down by grade level as one seventh grader, three sixth graders, two fifth graders, five fourth graders, no third graders, three second graders, three first graders and four kindergarten students.[25] This is probably fewer students than would have been present a half century ago. The average size of a Hutterite family fifty years ago was thirteen while the average size today is seven.[26]

The typical school day was broken down in the following way by Glenda Thompson, the teacher. The school day starts at 8:45 with about fifteen minutes of opening exercises, usually consisting of reading to the students by the teacher, playing games, singing, or some other activity. At 9:00 the kindergarten children practice their reading for approximately forty-five minutes. While the teacher is with the kindergarten children, the teacher's aid is working on reading with the first graders. The work is usually done at the recitation bench located at the front of the school. The

children work with others in their grade. The other children are doing their homework individually. From 9:45 to 10:15 the teacher works on reading with the first graders while the teacher's aid is working with the kindergarten students individually with the reading assignment just given. From 10:15 to 10:30 there is recess for all the students. After recess the older grades work on reading, with the teacher and aid dividing their time among the older children. From 11:00 to noon on Monday, Wednesday and Friday there is social studies with the various age groups. On Tuesday and Thursday there is science. After dinner there is individual help given by the teacher and aid to children needing it. The other students study on their own. The afternoon recess runs from 2:00 to 2:20. After recess there is a division of class time again by topics. On Monday, Tuesday and Thursday South Dakota History is studied by the upper grades while the middle grades work on English. The kindergarten students go home at noon and the first graders leave at 2:00. On Wednesday after recess there is music and on Friday there is art. At approximately 2:50 the teacher will read to the students until school dismisses at 3:15 p.m. After school the children clean their desks, the older ones sweep the floor and push the school desks aside and rearrange the pewes for church after supper. This routine will vary some from day to day but this is the format that is followed most days.[27]

Reading for the kindergarteners and first graders is very important, as the children cannot read or understand

English when they first enter school. Mrs. Thompson starts the little ones out in reading by associating words with picture cards. Such things as birds, clock, pig, dog, etc. are stressed. She has about fifty of these picture cards. Then she associates colors with the words. This is done by associating different colored clowns, balloons and words. The children take quite a while to master the colors. After this, they move into a reading book that has a lot of pictures connected with simple sentences. (Tom ran fast. Sally saw Tom.) She believes that this approach is better than the reading system that is used in the elementary grades in Madison city schools. In this system the letter sounds are worked on first and then the letters are put together to form words. She thinks that there is too much similarity of sounds of letters and words and it is very hard for her children to distinguish the difference between mud and rub. Also, the other reading series has many examples that her children are not familiar with such as astronaut.

After her children have progressed through the reading book that has the pictures and simple sentences, they advance to the book that the other children start out with. The kindergarten children this year are in the second book at this time. This is further along than her other kindergarteners have been. Mrs. Thompson has a reading chart on the wall that she uses to reward the children after each day's assignment. If the child has done well, she gets a star or something else nice to put in back of her name. If she has

not progressed, she gets a face with a frown on it. Mrs. Thompson feels this is a very good way to encourage the students to do good. The students like it a lot.[28]

Mr. Maroon, the Graceville Colony school principal and a grade school principal in Madison as well, stated that in the German language, the sentence structure is different than in the English language. Many times the structure of the sentence is reversed. In the English language we would say "The boy went fishing." In the German language it would be said "Fishing the boy went." He believes that it is beneficial to start the colony children out with sight-association the way Mrs. Thompson does it. The colony children pick this up quite rapidly and, consequently, are reading simple sentences before the attempt is made to read entire sentences in the other reading program.[29] The older colony students read very rapidly and with a cadency to it. The author found the sixth and seventh graders very hard to understand. This was because they read their South Dakota History book very rapidly and had a definite cadence to it. It would have been easier to understand if a person had a book to follow along with, according to Mr. Maroon.[30]

This detailed description of the typical school day in the Graceville Colony school is probably a lot like the typical day in many rural schools in years gone by. The detailed description of the reading program of the kindergarten and first grade was probably like many of the reading programs that were implemented to encourage the understanding

of the English language by students who could not speak English when they entered their first rural school. The children usually understood what was said before they could express themselves.

In the author's opinion, one of the most important factors in assimilation of the immigrant children into the American way of life was the instruction they received in their first rural school; especially if they could not read, write or understand English when they started school.

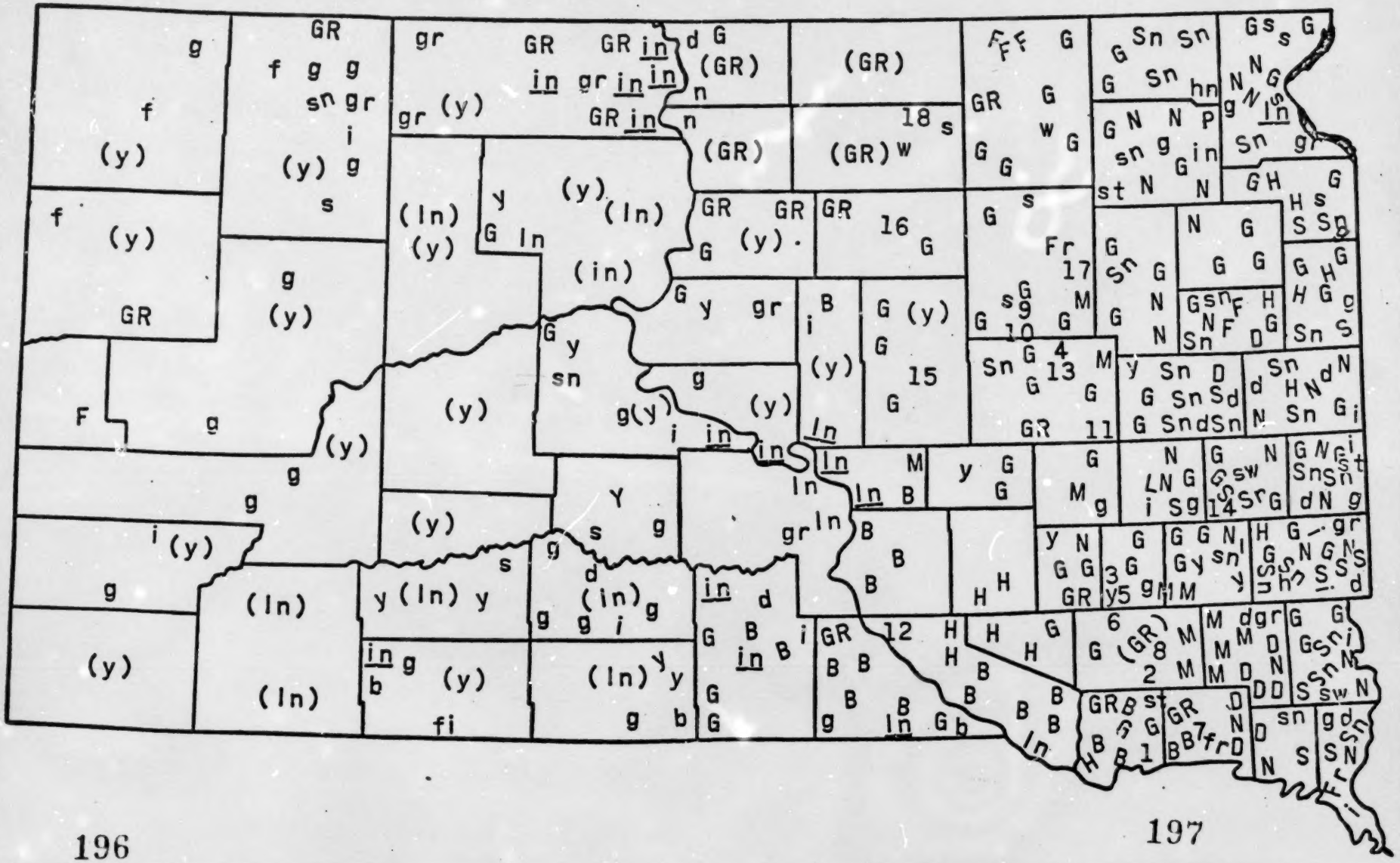
Another factor that speeded up the assimilation process was the passage of the Compulsory School Attendance Law in 1915. Chapter 170 of the Session Laws of that year provided that all children between the ages of eight and sixteen must attend the entire term of school until he completed the first six grades of elementary school. The law also provided that after the sixth grade the requirement may be decreased to not less than sixteen continuous weeks in each year until the child completed the seventh and eighth grades or had reached the age of sixteen. There were penalties for non-compliance.[31] It is interesting to note that in 1915 Chapter 195 of the Session Laws of 1913 was repealed. This served to excuse Indian children from compulsory attendance in white schools.[32]

This lack of compulsory attendance for the Indian children certainly did not enhance their educational opportunities. One of the major problems in the education of Indian children was the fact that the literacy rate was so low. The Commissioner

of Indian Affairs in 1914 reported the literacy level of the Cheyenne Reservation was such that of 2,961 Indians, 1,293 spoke English and 1,174 could read and write the English language. This practically forty percent literacy was probably a general average among the South Dakota Indians at that time.[33] A study of Indian education in South Dakota completed in 1946 states that about half of the Indians could speak no English when they started school.[34] This report also states that maintaining regular school attendance was a definite problem. L. E. Whiteside, editor of the SDEA Journal, in 1954 reported that half of the children entering the agency schools spoke only Sioux, and teachers reported that it required almost two years before such children would be able to read and absorb classroom material.[35]

George Boyce of the Bureau of Indian Affairs in 1960 further emphasized the special problems involved in the education of Indian children in South Dakota. The Indian child starts school with a language handicap; he may catch up by the end of the second grade, but drops behind again later. In general, the Indian children do best in spelling and fundamental arithmetic. By the end of the sixth grade, Indian achievement medians in the three R's tend to be two or three grades below published norms. Indian children do not understand many of the "white" books. They have no breadth of experience of seeing the ocean, a zoo, a supermarket or a pet shop. Boyce thinks that efforts should be made to broaden the Indian child's experience.[36]

FIGURE 2. RELATIVE DISTRIBUTION OF RURAL ETHNIC GROUPS IN SOUTH DAKOTA, 1961



Traditionally, the state of South Dakota has largely ignored the problem of Indian education. The State Superintendent of Public Instruction in 1916 in his Biennial Report stated: "While our schools are not yet what we wish them to be, we may congratulate ourselves on the fact that illiteracy among the whites is but seventy two hundredths of one percent. The non-white population of the state is almost wholly Indian, and the illiterates among the Indian are still wards of the Federal government, for whom our schools are not responsible."[37]

Of the twenty-one counties in the southeastern part of the state that the author did his research in, only two--Charles Mix (17.5 percent) and Buffalo (70.75 per cent) have sizable Indian populations in them.[38] Most of Charles Mix County is the old Yankton Indian Reservation, while approximately half of Buffalo County is in the present-day Crow Creek Indian Reservation.[39] There are seven rural schools still operating in Charles Mix County. Six of these are in the northern part of the county and are connected with the Platte School District. This is not where the old Yankton Indian Reservation was. There is one rural school in the southern part of the county still operating, Rouse District #3. It is connected with the Avon School District. It has an enrollment of five students this year, three Indian and two white children.[40]

In the twenty-six interviews the author conducted in connection with the country school legacy project, there was

only one person that mentioned anything about Indian education. Veronica O'Dea, who with her family homesteaded in the Senic area in western South Dakota just north of the Pine Ridge Indian Reservation in 1907, told about her sister teaching a rural school on the Pine Ridge Reservation for six years. This rural school served six Indian families. Most of the Indian parents were college graduates, the men having gone to college at Haskell Institute in Kansas and two of the mothers having been registered nurses. The children were very bright and her sister enjoyed teaching that rural school. There were no discipline problems, the children came to school regularly and they had particularly nice Christmas programs.[41]

Of the eight interviewees that could not speak English when they first entered a rural school, only one had irregular attendance in his early years. Albert Hofteizer, now in his eighties and a very successful retired mechanic, only attended school when the work was caught up around the farm. He was the oldest child and, consequently, he had a lot of work to do. He plowed until the ground froze in the fall and then he had to haul corn after that. In the spring he had to help with the planting of the crop. Albert started school when he was seven years old, but due to his family responsibilities, he soon got way behind in school. The only time he would attend regularly was in the winter months. After some of his brothers got old enough to help with the farm work, Albert's father wanted him to go back to school full time. By this time he was several years older than his

classmates and embarrassed with his size. Albert replied to his father "You want me to stand with all those little guys?" Consequently, Albert received a fourth grade education.[42]

Mrs. John Yttreness, a retired rural school teacher living in Beresford, states that it was very difficult for "new comer" children. Some of them were seventeen, eighteen or nineteen years old and would go to school to try to learn the language. They would be in the classroom with twenty-five to thirty other children. They likely attended just in the winter time. She thinks that the immigrant children did much to educate themselves. Mrs. Yttreness points out that the immigrant children usually had beautiful handwriting. The immigrant parents really realized the value of education for their young.[43] Mrs. Allen Smith of Gregory states that "the immigrants highly valued their education."[44]

The German-Russians around Freeman, the Dutch around Corsica and New Holland, the Swedes in Clay and Union Counties, the Bohemians (Czechs) around Tabor and in Brule County, the Norwegians in Lake and Moody Counties, the Germans in Jerauld, Davison and Hanson Counties, the Indians in Buffalo and Charles Mix Counties and all of the other immigrant groups that settled in southeastern South Dakota owe a large debt of gratitude to the factors that shaped their education in the one-room rural school--the dedicated teacher, the community spirit, the drive and determination of the immigrants themselves, and the atmosphere of friendship, caring and love.

FOOTNOTES

1. Douglas Chittick, "A Recipe for Nationality Stew", pp. 89-145 in Dakota Panorama, Edited by J. Leonard Jennewen and James Boorman, Midwest-Burch Printing Company, Sioux Falls, SD, 1961, map opposite p. 104.

2. Ibid., p. 93.

3. Argus Leader, Sioux Falls, SD, Tuesday, March 10, 1981, p. 1C.

4. Douglas Chittick, Op. Cit., p. 92.

5. Ibid., p. 93.

6. Robert F. Karolevitz, Challenge The South Dakota Story, Brevet Press, Inc., Sioux Falls, SD, 1975, p. 156

7. Douglas Chittick, Op. Cit., p. 108.

8. Ibid., p. 107.

9. Interview with Albert Hofteizer, Castlewood, SD, 1-25-81.

10. Interview with Hennetta Greenfield, Lennox, SD, 2-3-81.

11. Interview with Katherine Bruns, Madison, SD, 12-12-80.

12. Interview with Helen Walker, Madison, SD, 1-27-81.

13. Interview with Mary Quick, Salem, SD, 1-9-81.

14. Interview with Kathryn Hunt, Salem, SD, 1-9-81.

15. Interview with James Maroon, Principal, Graceville Colony, Lake County, 3-5-81. Mr. Maroon stated that the children have an extra hour of German instruction after the regular school day. They are taught by someone from the colony itself.

16. Interview with Charles Schrag Speck, Freeman, SD, 1-5-81.

17. Interview with Edwin Graber, Freeman, SD, 1-5-81.

18. Interview with Reuben Goertz, Freeman, SD, 1-5-81.

19. Herbert S. Schell, History of South Dakota, University of Nebraska Press, Lincoln, NE, 1968, pp. 116-117.

20. Ibid., p. 271.

21. Ibid., p. 388.

22. Douglas Chittick, Op. Cit., p. 133.

23. Lawrence E. Anderson, "The Hutterian Brethren With Emphasis on the South Dakota Schmiedeleut", pp. 794-808 in Papers of the Twelfth Dakota History Conference, H. W. Blakely, Editor, Dakota State College, Madison, SD, 1981, p. 799.

24. Ibid., p. 800.

25. Interview with Glenda Thompson, teacher at Graceville Colony School, Lake County, 3-5-81.

26. Lauriann Zobel, "The Hutterites: Another Way of Life in South Dakota," pp. 789-793 in Papers of the Twelfth Dakota History Conference, H. W. Blakely, Editor, Dakota State College, Madison, SD, 1981, p. 792.

27. Interview with Glenda Thompson. Field notes by the author on 3-5-81.

28. Interview with Glenda Thompson.

29. Interview with Mr. James Maroon.

30. Ibid.

31. Douglas Chittick, Op. Cit., pp. 109-110.

32. Cleata B. Thorpe, "Education in South Dakota: Its First Hundred Years, 1861-1961," pp. 205-444 in South Dakota Historical Collections, Vol. 36, 1972, p. 421.

33. Ibid., p. 409.

34. Ibid., p. 420.

35. Ibid., p. 417.

36. Ibid., pp. 418-419.

37. Ibid., p. 409.

38. Argus Leader, Sioux Falls, SD, Thursday, March 5, 1981, p. 2A. The 1980 population figures for counties having the largest Indian population were summarized. Charles Mix County has 9,680 people of which 1,692 are Indian, or 17.5 percent. Buffalo County has 1,795 people of which 1,270 are Indian, or 70.75 percent.

39. Field notes: author personally traced the rural schools that were still operating in a twenty-one county area, plus the schoolhouses still standing.

40. Historic site form: Rouse District #3, Charles Mix County.

41. Interview with Veronica O'Dea, Humboldt, SD, 1-9-81.

42. Interview with Albert Hofteizer.

43. Correspondence with Mrs. John Yttreness, Beresford,SD.

44. Correspondence with Mrs. Allen Smith, Gregory, SD.

COUNTRY SCHOOLS TODAY IN SOUTH DAKOTA

reads like Country Schools As Historic Sites through p 8

A RESEARCH REPORT

by

HERB BLAKELY

COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

A NATIONAL ENDOWMENT FOR THE HUMANITIES GRANT

TO THE

MOUNTAIN PLAINS LIBRARY ASSOCIATION

MARCH, 1981

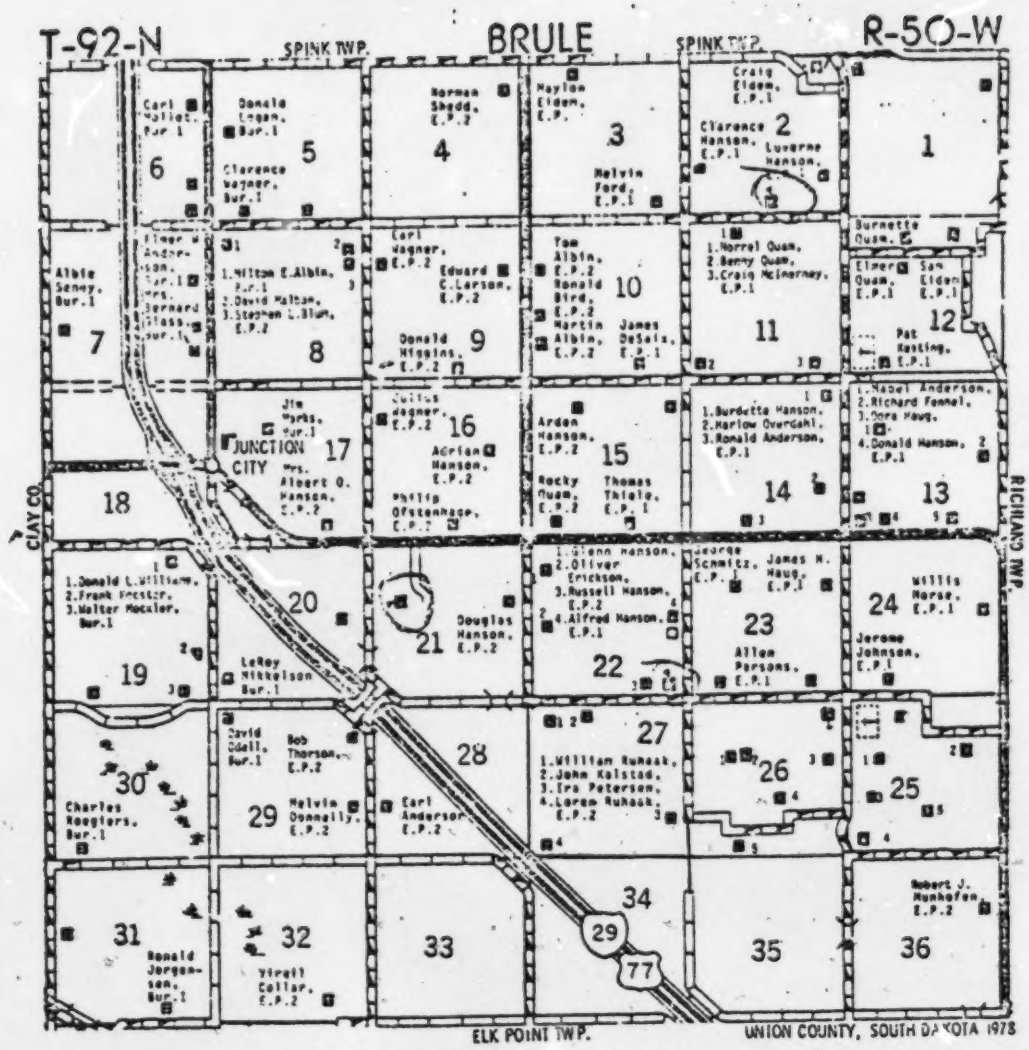
COUNTRY SCHOOLS TODAY

"Still sets the schoolhouse by the road
A ragged beggar sunning;
Around it still the sumachs grow
And blackberry vines are running.
Within the master's desk is seen
Deep scarred by raps official
The warping floor, the battered desks
The jackknife's carved initial."[1]

Those are John Greenlead Whittier's more poetic phrases in his poem "In Schooldays."

In those lines he has captured the likeness of the scattered rural schoolhouses you might find along the back roads of South Dakota. The author and his wife have traveled the back roads of South Dakota documenting the existence of country schools as historic sites and country schools today in the twenty-one counties composing the southeastern part of South Dakota. Starting in late September, 1980, and continuing up through February, 1981, the entire area from the Minnesota-Iowa border in the east to the Missouri River in the west; from the Nebraska-Iowa border in the south to a line of counties in the north represented by Moody, Lake, Miner, Sanborn, Jerauld and Buffalo was covered. The other counties covered besides the above-mentioned ones are Minnehaha, McCook, Hanson, Davison, Aurora, Brule, Charles Mix, Douglas, Hutchinson, Turner, Lincoln, Union, Clay, Yankton, and Bon Homme.

The author and his wife worked from platt books that showed the standing rural schools by townships.[2] (See the example on the next page.)



BEST COPY AVAILABLE

3

These platt books are available for all the counties in South Dakota but seven. These seven counties are all situated in the West River area. The reason the platt books are not in print for these counties is due to the geographic conditions and sparse population. The counties that do not have platt books in print are Haakon, Jackson, Washabaugh, Bennett, Shannon, Lawrence, and Harding.[4]

These platt books proved to be very accurate in locating existing schools. In a few cases there were schools that were not in the proper location by section but this was rare. A more likely finding was that the school had recently been moved or torn down. However, this was not the case in very many instances as we tried to work from the most up-to-date platt books that we could get. In every county except one the platt books were published within the last three years.

After locating the school, a picture or two was taken of the outside. If the school was open, pictures were then taken of the inside as well. We did not take pictures of the inside of the school if we were pressed for time. There were a surprising number of schools that were not locked. After pictures were taken, we would leave a historic site form and a self-addressed stamped envelope with a farmer in the immediate vicinity with instructions that he should mail the completed historic site form to me within a certain period of time. The results of the return of these historic site forms will be summarized in the country schools as historic sites research report.

Obviously, there were no schools that were still operating that were left unlocked; so we did not obtain pictures of any school still in operation except the Graceville Colony School in Lake County. Since this research was accumulated almost entirely on weekends, we were unable to obtain interviews with country school teachers still teaching except the teacher at the Graceville Colony School previously mentioned.

There are three hundred and eight country schools still standing in the twenty-one counties researched. (See accompanying map for the exact number in each county.) The least number was four in Minor County and the most was thirty-three in Charles Mix County. The average was between fourteen and fifteen. Not all of these are sitting idle. Some are being used for grain storage or other types of storage. A few are being used as shelters for livestock. Some are being torn down or moved away. The Markus School in Holland Township in northern Douglas County was actually on the flatbed ready to be moved out in the morning.[5] Some of the schools had recently been sold and the owners were in the process of remodeling them or otherwise fixing them up. It was learned through conversations with various farmers that if the land is no longer needed for school purposes, the land reverts back to the original owner and the schoolhouse goes with the land.[6] Usually if this happens, the school is then sold and the land returned to farming.

Many of the schools that have been preserved have been because they became township meeting halls. This will be discussed in the country schools as historic sites research report.

Many of the schools in the extreme southeastern and southern part of the state, particularly in Union, Clay, Yankton and Bon Homme counties, have just been closed within the last five to seven years.[7] This probably accounts for the greater number of schools still standing in these counties.

In comparison, the schools in some of the more northern counties such as Moody, Lake, and Minor have been closed for over twenty years.[8] Helen Walker, the last County Superintendent of Schools for Lake County, states that the last rural school to close in Lake County was in 1968.[9]

There are several schools still going in the western counties that border the Missouri River. The schools that have closed in these western counties have done so primarily within the last seven to ten years.[10] Perhaps another reason why the school will probably stand longer in the western counties after it has been closed is the fact that there is not such a high premium placed on some of the grazing land as compared to the farming land farther east. It seems that the western ranchers and farmers are more likely to just let the schoolhouse sit, whereas the farmers of the eastern counties think they need to get the land back into production once the rural school has been abandoned.

Preservation of this rich rural school heritage is very important as the majority of rural schools pass out of existence. While traveling the twenty-one counties in the southeastern one-third of the state, the author has become aware of nine specific schools that have been preserved mainly through the efforts of local historic societies. Perhaps there are others that are preserved or in the process of being renovated that the author is not aware of. It is indeed unfortunate if there are not more because the country school played such a vital part in so many people's lives for

such a long period of time. It would be very appropriate to see one preserved school in each county.

The school at Prairie Village west of Madison, SD, came from the northern part of Lake County around the Nunda area. The information the author has on the school is very meager. The Jones School #60 has been moved to the Moody County Historical Society Museum in Flandreau, SD. This school was the last operating rural school in Moody County. It closed in 1970. It is stucco with all the desks and furnishings and school work left inside.[11] The Fagerhaug school which was located eleven miles west and six miles south of Wessington Springs, SD, has been moved to the Jerauld County Courthouse grounds in Wessington Springs. It has been refinished and is open on special occasions.[12]

The Friends of the Middle Border Museum in Mitchell, SD, has moved in a rural school from southern Sanborn County. Ravenna No. II was built in 1885 and was in use for fifty-eight years. It is completely furnished inside and is very well kept up. There is a school reunion of former pupils, their families, and friends held at the school every summer.[13]

There is a restored rural school on the main street of Harrison, SD. Harrison is in northern Douglas County and has a population of sixty-five. The historic site form has not yet been returned. There is another preserved rural school in Douglas County. It is located on Highway 44 eight miles east of Platte, SD. This Fenenga-Hockey-Helland School dates back to territorial days (1884). It was used continually

until it closed in 1963. In 1970 Ruth and Vernon Burnham, on whose land it is located, restored it and opened it to the public at their own expense.[14] Within the last six months it has been sold to the Douglas County Historical Society who plan on moving it into Armour. Vandals broke into the school several times over the last couple of years. This prompted Mr. and Mrs. Burnham to sell it.

There is a restored schoolhouse at the Museum at Yankton. The author does not know where this schoolhouse came from or anything else about it.

There are two very interesting restored schoolhouses in Bon Homme County. One is located on the main street of Tabor. It is a log structure that was built in 1873 and was used as a school for about ten years. This original structure was restored as a Bicentennial project in 1975 and 1976 by the Tabor Area Jaycees and is now the headquarters of the Czech Heritage Preservation Society. This log school structure has been nominated for listing on the National Register of Historical Places of the United States. It is believed to be the oldest original public building in South Dakota.[15]

The other restored school of great interest is a replica of what is considered to be the oldest schoolhouse in Dakota Territory. There is some controversy about this that will be summarized in the research report concerning country schools as historic sites. This school was built in the early spring of 1860 and a three-month term of school was taught during

the summer of 1860. Emma Bradford, age 16, was the teacher. She had ten students.[16] A monument to the first schoolhouse was completed in 1910. A fire destroyed the original building in 1929. The first replica of the schoolhouse was built in 1956. The present day replica was built in 1975.[17] The location of the monument and replica is one mile north and seven miles east of Springfield, SD. It is two miles south of Highway 52.

Gladys Kramer, President of the Springfield Historical Society, states that there are seven school buildings still standing in good condition within seven miles of the replica. She states that in the early days (doesn't give date) there were ninety common school districts in Bon Homme County.[18] The schools were spaced approximately two miles apart.[19] According to the Fourth Biennial Report of the State Superintendent of Public Instruction published in 1897, there were then ninety-one schools in Lincoln County, four of those being town schools.[20] When Veronica O'Dea became Deputy County Superintendent of Schools for McCook County in 1931, there were seventy-two schools operating in that county.

The Twenty-Fourth Biennial Report of the Superintendent of Public Instruction published in 1939 stated:

"There are 3,437 different school districts including common, independent and consolidated. Some districts have more than one school. We see, therefore, that 4,707 schools were in session in 1938.... This state has 4,101 one-room school buildings, 100 two-room buildings and 461 with more

than two rooms. There were 805 school buildings not in use in 1938...."[21]

The matter of school district reorganization was continually injected into the discussions of financial needs for education, but action was very slow. Years dragged along without general agreement on whether the district reorganization should be voluntary or mandatory. Closely related to school district reorganization and necessary for its successful operation was the matter of minimum foundation standards which were being studied and advocated by educational leaders in the state.[22]

A school district reorganization measure enacted in 1951 provided for a survey of school conditions and the formulation of plans for reorganization. Four years later the Legislature repealed the measure and provided for county boards of education, consisting of seven members. Under the new legislation, each county board was to draw up a master plan for reorganization of school districts in accordance with standards set up by the state board of education. The work of reorganization was left on a voluntary basis. Little reorganization had been accomplished by 1960.

Reorganization really began moving in the mid-1960's. The Legislature in 1966 passed a reorganization measure which provided that common school districts not operating for two years must be joined to independent or common school districts by March 1, 1968. At the time the bill was passed, there were 876 non-operating districts. This law was supplemented in

1967 with a stronger measure making mandatory the reorganization of all territories into twelve-grade school districts.[23] The County Superintendent of Schools was phased out of existence in 1969 and County Boards of Education were discontinued in 1971.[24] When the common districts were attached to independent districts or when independent districts themselves were reorganized, hearings were held before the county board of education and assets were apportioned out to the appropriate independent district.[25]

Marian Cramer summarizes the virtues of the rural school:

1. The rural school was practical.
2. The desire to read was developed.
3. Community and family support was strong. The parental inspiration for learning symbolized the rugged qualities of the prairie pioneer.
4. There was an almost family feeling among the students.
5. Developed independence...in part you had to read and study on your own and acceptable behavior was the normal thing.[26]

The weaknesses are summarized in the following manner:

1. Shortage of school materials
2. If the teacher was poor, and not all were excellent, the entire year was almost a total loss.
3. Limited competition
4. The isolation encouraged timidity.[27]

Undoubtedly, one could add more points to both the virtues and weaknesses of the rural school. The author asked

several of his interviewers the advantages and disadvantages of the rural school education. Most of the responses could be placed in the responses summarized. Doris Jibben, a retired teacher in the Lennox area, thought the big reason that school reorganization was looked upon favorably was the fact that the parents wanted more for their children than they had had--especially in the area of extra-curricular activities such as band, more art, and athletic competition.[28] Hennetta Greenfield, a retired teacher with forty-four years of experience, made a very pertinent observation when she said, "In the rural school the child was taught eight times over."[29]

There are thirty-nine rural schools still operating in the twenty-one counties in southeastern South Dakota during the 1980-81 school year.[30] As one might expect, the closer one goes to the Missouri River, the more operating rural schools one finds. Brule County leads the way with eleven. Charles Mix has seven schools still in operation. Douglas and Hutchinson Counties have five apiece. Buffalo, Hanson and Bon Homme have two apiece. Lake, Minor, Jerauld, Aurora and Union have one (see map). These schools are part of independent, consolidated school systems. Therefore, they use the same school books and are furnished the same supplies as the town schools. The teacher is on the same salary schedule (if there is one) as the teachers in the city schools.[31]

The State Superintendent of Public Instruction survey of rural attendance centers in South Dakota for the 1980-81 school term breaks the information down by School Districts, name of rural schools in the districts, number of teachers employed in the rural schools, and the students in each of the rural schools. A brief summary of the rural schools still operating in southeastern South Dakota is appropriate at this time. The author has received historic site forms from twenty of these schools still operating.

In summarizing the rural schools still operating, the author chose to disregard the elementary schools in the extremely small towns that are included in the State Superintendent of Public Instruction report. It is felt that these schools are not really rural in the true sense of the word. The schools affected were two operated by the Scotland Independent School District at Kaylor and Lesterville and one operated by Hanson County Independent School District at Farmer. Also, Wessington Springs Independent District operates an elementary school in Gann Valley and Parkston Independent District operates an elementary school in Dimock.[32] If these schools were counted, it would bring the number of rural schools still operating in southeastern South Dakota to forty-four.

There are eleven Hutterite colony schools in the twenty-one county area. Lake Central (Madison) operates the Graceville Colony school. It has one teacher and twenty-one students. Howard in Minor County operates Coverleaf Colony

school (one teacher, sixteen students). Mitchell School District operates two colony schools in Hanson County. They are Rockport (two teachers, thirty-seven students) and Rosedale (two teachers, twenty-nine students). Menno School District operates Jamesville Colony (1.4 teachers, twenty-two students) and Maxwell Colony (1.6 teachers, thirty-seven students). Freeman School District operates Tschetter Colony school (two teachers, twenty-six students) and Wolf Creek Colony school (one teacher, seventeen students). Bon Homme School District operates the Hutterische Colony school (one teacher, twenty-one students). Parkston School District operates the New Elm Spring Colony school (two teachers, twenty-seven students). Platte School District operates the largest of the colony schools. The Laroche Colony school has three teachers and fifty-one students.[33] Some of the Hutterite Colonies hire their own teachers. The colony at Flandreau does this.[34] These schools do not show up on the rural attendance survey. It is not known how many of the colonies hire their own teachers but the author is of the opinion that most of the colonies in South Dakota are operating under independent school districts. It is interesting to note that a few years ago the Clark School District integrated the colony children in the regular classroom. This experiment lasted only a short time, as there was simply too much conflict.[35]

The Brule School located ten miles south and one-half mile east of Beresford, SD, is the only rural school operating

in the southeastern corner of the state. This school is part of the Beresford School District. This school celebrated its centennial in 1979.[36] This year there are thirteen students and one teacher.[37]

The Avon School District operates two rural schools. One, in Bon Homme County, is the Mennonite school (one teacher, eight students) and the other, in Charles Mix County, is the Rouse school (one teacher, five students).[38] The Rouse school has two white children and three Indian children attending this year.[39]

The Chamberlain School District is operating eight rural schools this year. They are all one-teacher attendance centers. The number of students enrolled in each is not large (11,11,10,10,9,16,9,7).[40] One of the rural schools operated by the Chamberlain School District and located about twenty miles south of Chamberlain has a gymnasium located next to the aluminum building. This is the American school that has eleven students attending this year.[41]

Kimball School District is operating five rural schools this year. There are four one-teacher schools with the following number of students: 10, 11, 6, and 8. There is one two-teacher school with thirty-one students.[42] This Richland school is a very nice brick school built in 1962.[43]

Delmot School District operates two rural schools, each with one teacher and enrollments of eight and fourteen.[44] Corsica has one rural school. This school has an enrollment of six students with one teacher.[45] It is interesting to note

that the family that we left the historic site form with sent their daughter into Corsica because they felt that the town school provided broader experiences and more competition.[46] This certainly depicts in a graphic way the belief that the town school would provide broader experiences and more competition for the youngsters. These concerns must have been discussed over the supper table many times as reorganization progressed throughout South Dakota in the late 1960's.

Parkston School District operates one rural school besides the elementary attendance center in Dimock and the New Elm Spring Colony school which have been previously mentioned. The Washington rural school, located nine miles west of Dimock, has one teacher and thirteen students this school year.[47] This school was built in 1967 as a two-room modern school. There were four rural schools in Washington township, Douglas County, that combined into this one school.[48] This probably typifies the pattern that was followed in the townships that chose to build rural schools in the face of reorganization in the 1960's. America, Richland and Smith townships in Brule County all built new rural schools during the 1960's.[49] These schools are all part of the Chamberlain School District. Obviously, this is not what the vast majority of common school districts chose to do. They consolidated with the independent districts, closed the rural school and bussed the children into town for their education.

The author came across one rural school that had just opened in the fall of 1980. Pershing (Wilburn Center-common name) has one teacher for eight students.[50] This rural school is part of Kimball School District. It is located in Pershing township, Buffalo County, one mile east of the eastern border of the Crow Creek Indian Reservation. The schoolhouse was moved to its present location in August of this year. The person who completed the historic site form lived about one-half mile from the school. She drives a school bus for the Chamberlain School District, so her daughter attends the Chamberlain school on a tuition basis.[51] This school is located about twenty miles from Kimball and twenty-five from Chamberlain.

There is one rural school operating in Aurora County that is not reported in the survey of rural attendance centers in South Dakota for 1980-81. This is the Belford School located about seventeen miles northeast of Plankinton. It is part of the Plankinton School District and has twelve students with one teacher. All the students are in the fourth, fifth, or sixth grade. The special teachers, such as music and art, come out to the school for one-half day once a week. This school is another example of the consolidation of four earlier schools. The schoolhouse was built in 1964 as a two-teacher school.[52]

The survey of rural attendance centers for South Dakota for 1980-81 shows that there are a total of one hundred thirty-two one-teacher schools operating in the state and

having one thousand three hundred forty-three students. There are fifty-seven two-teacher schools operating that have one thousand two hundred ninety-five students. A total of one hundred eighty-nine one- and two-teacher rural schools are operating in the state of South Dakota for the 1980-81 school year. Two thousand six hundred thirty-eight students are receiving their education in these schools.[53]

FOOTNOTES

1. Marian Cramer, "The Four R's: Reading, 'Riting, 'Rithmetic, Rural", Papers of the Twelfth Dakota History Conference, H. W. Blakely, Editor, Karl E. Mundt Historical and Educational Foundation, No. 7, Dakota State College, Madison, SD, 1981, pp. 65-75.

2. Directory Service Company, P. O. Box 9200, Boulder, Colorado 80301, publishes these books. The South Dakota Territorial Manager is Gene Larsen, 401 Splitrock, Brandon, South Dakota 57005.

3. Platt Book, Brule Township, Union County, 1978, p. 25.

4. Correspondence with Rich Hallstrom, Advertising Manager, Zip Feed Mills, 304 East Eighth Street, Sioux Falls, South Dakota 57101.

5. Field notes: A short description of the school was noted when the pictures were taken. Also, the name of the farmer that the historic site form was left with was noted, plus the common name of the school if known.

6. Field Notes: Conversation with Leo Neugerbauer, Baker township, about Baker School #42, Davidson County. Conversation with Mrs. Harold Wilcox, Civil Bend township, about Civil Bend #5, Union County.

7. Historic site forms for the schools in Union, Clay, Yankton and Bon Homme Counties.

8. Historic site forms for the schools in Moody, Lake, and Minor Counties.

9. Interview with Helen Walker, Madison, SD, 1-27-81.

10. Historic site forms for the schools in Charles Mix, Brule, Aurora and Douglas Counties.

11. Historic site form for Jones School #60, Moody County.

12. Historic site form for Fagerhaug School, Jerauld County.

13. Historic site form for Ravenna #2, Sanborn County.

14. North Plains Today, Vol. 3, No. 9, September 1971, published by Dakota Farmer.

15. Historic site form for original Tabor Log School, Bon Homme County.

16. History of South Dakota, scrapbook compiled of newspaper clippings, WPA project, Madison Library Unit, Lake County, SD, p. 74.

17. Correspondence with Gladys Kramer, President of Springfield Historical Society, Springfield, SD, February, 1981. Historic site form for Bon Homme School, Bon Homme County.

18. Ibid.

19. Interview with Mary Quick, Salem, SD, 1-9-81.

20. The Lennox Independent, Country School Night Supplement, Tuesday, September 4, 1975, p. 4.

21. I. D. Weeks, "Half a Century of Education in South Dakota", pp. 23-26, South Dakota: Fifty Years of Progress, 1889-1939, S.D. Golden Anniversary Book Company, Sioux Falls, SD, p. 25.

22. Cleata B. Thorpe,"Education in South Dakota: Its First Hundred Years, 1861-1961," pp. 205-444 in South Dakota Historical Collections, Vol. 36, 1972, pp. 383-384.

23. Herbert S. Schell, History of South Dakota, Lincoln: University of Nebraska Press, 1968, p. 310.

24. Interview with Helen Walker.

25. Examples of legal directives to transfer assets for the following schools: Lee Common School District #19, Lake County, assets divided between Sioux Valley Independent School District #120 and Rutland School District #28, August 9, 1967; Saybrook Common School District #52, Clay County, assets transmitted to Wakonda Independent School District #1, June 6, 1966; directive to transfer assets between Orland Independent School District #26, Lake County, and Montrose Independent School District #17, McCook County, September 19, 1967.

26. Cramer, "The Four R's: Reading, 'Riting, 'Rithmetic, Rural," p. 74.

27. Ibid. p. 74.

28. Interview with Doris Jibben, Lennox, SD, 2-3-81.

29. Interview with Hennetta Greenfield, Lennox, SD, 2-3-81.

30. Survey of rural attendance centers in South Dakota, 1980-81 school term provided by James O. Hansen, State Superintendent of Public Instruction. Survey is attached to this report. Field notes of schools still operating.

31. Author is on the Lake Central Board of Education (Madison). This system operates one rural school, Graceville Colony, and the colony school receives the same school books and other supplies as the city schools.

32. Survey of rural attendance centers in South Dakota 1980-81.

33. Ibid.

34. Conversation with James Simpson, Madison, former elementary principal, Flandreau School system.

35. Testimony by the Head of the Graceville Colony School at the Lake Central School Board Meeting, February 9, 1981. The Lake Central School Board was considering dropping their support of the colony school. They decided against this. It is the author's opinion that if they would have withdrawn their support, the Graceville Colony would have hired their own teacher.

36. Centennial Booklet, Brule School 1879-1979, Union County.

37. Survey of rural attendance centers in South Dakota 1980-81.

38. Ibid.

39. Historic site form for Rouse School, Charles Mix County.

40. Survey of rural attendance centers in South Dakota 1980-81.

41. Field notes for the American school, America township, Brule County.

42. Survey of rural attendance centers in South Dakota 1980-81.

43. Historic site form for Richland School, Brule County.

44. Survey of rural attendance centers in South Dakota 1980-81.

45. Ibid.

46. Field notes for the Beukelman school, Iowa township, Douglas County. The rural school was located approximately one-fourth mile east of their farm. The distance to Corsica was ten miles one way. Mrs. Willis DeLange stated that she had sent her daughter to the Beukelman school up to this year. Her daughter was in the sixth grade and would have been the only one in her class. Mrs. DeLange felt it was better to send her to Corsica to broaden her experiences and provide her with more competition.

47. Survey of rural attendance centers in South Dakota 1980-81.

48. Historic site form for Washington school, Washington township, Douglas County.

49. Field notes for the schools in America, Richland, and Smith townships, Brule County.

50. Survey of rural attendance centers in South Dakota 1980-81.

51. Field notes for Pershing (Wilburn Center) school, Pershing township; Eloise Haris, RR 2, Kimball, SD, completed the historic site form.

52. Field notes and historic site form for Belford School, Belford township, Aurora County; Mrs. J. Johnson, RR, Plankinton, completed the historic site form.

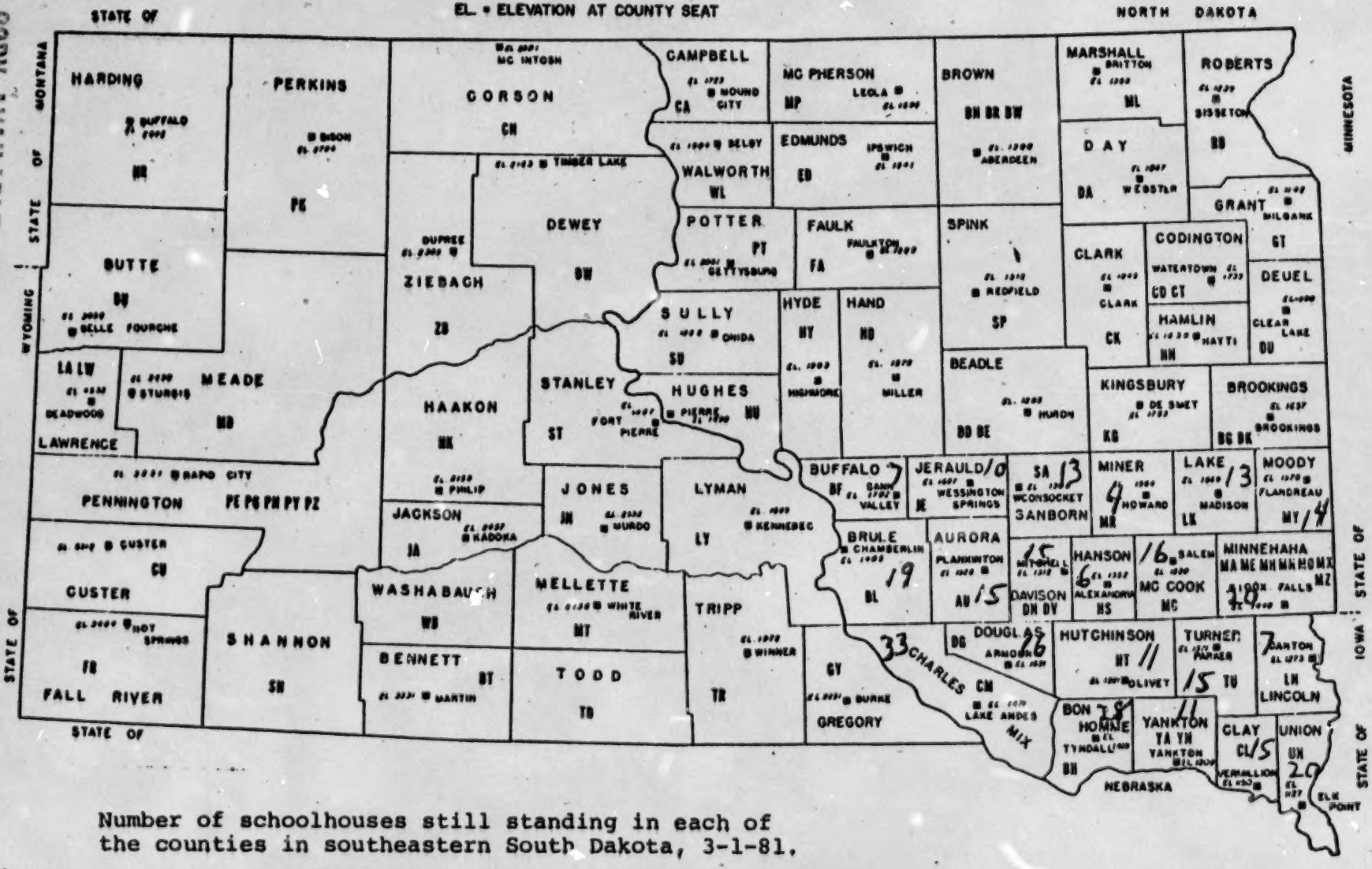
53. Survey of rural attendance centers in South Dakota 1980-81.

BEST COPY AVAILABLE

SOUTH DAKOTA

LETTERS LISTED WITH COUNTY DENOTES AUTOMOBILE LICENSE PREFIX

EL. = ELEVATION AT COUNTY SEAT



Number of schoolhouses still standing in each of the counties in southeastern South Dakota, 3-1-81.

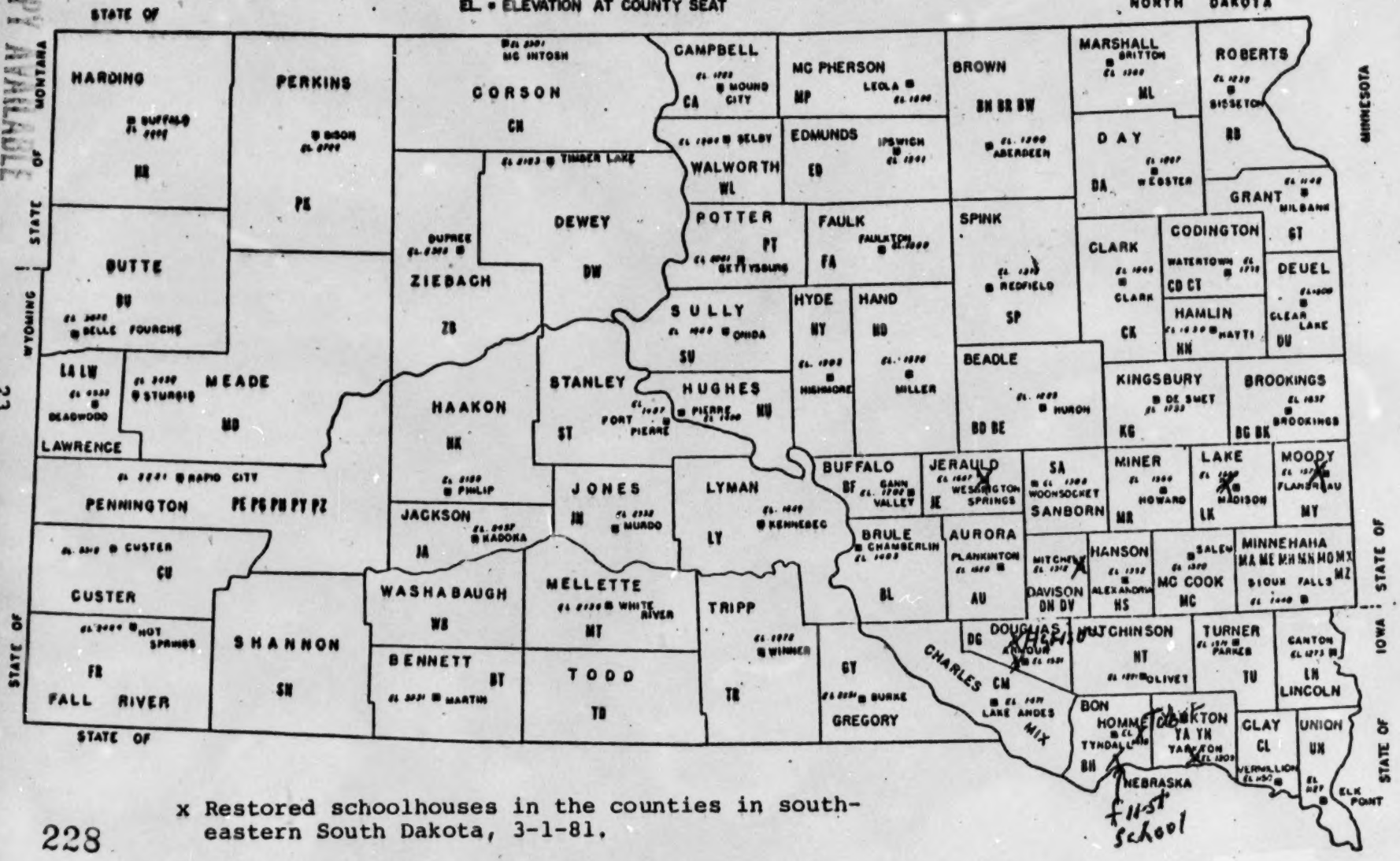
TOTAL 308

BEST COPY AVAILABLE

SOUTH DAKOTA

LETTERS LISTED WITH COUNTY DENOTES AUTOMOBILE LICENSE PREFIX

EL. = ELEVATION AT COUNTY SEAT



x Restored schoolhouses in the counties in southeastern South Dakota, 3-1-81.

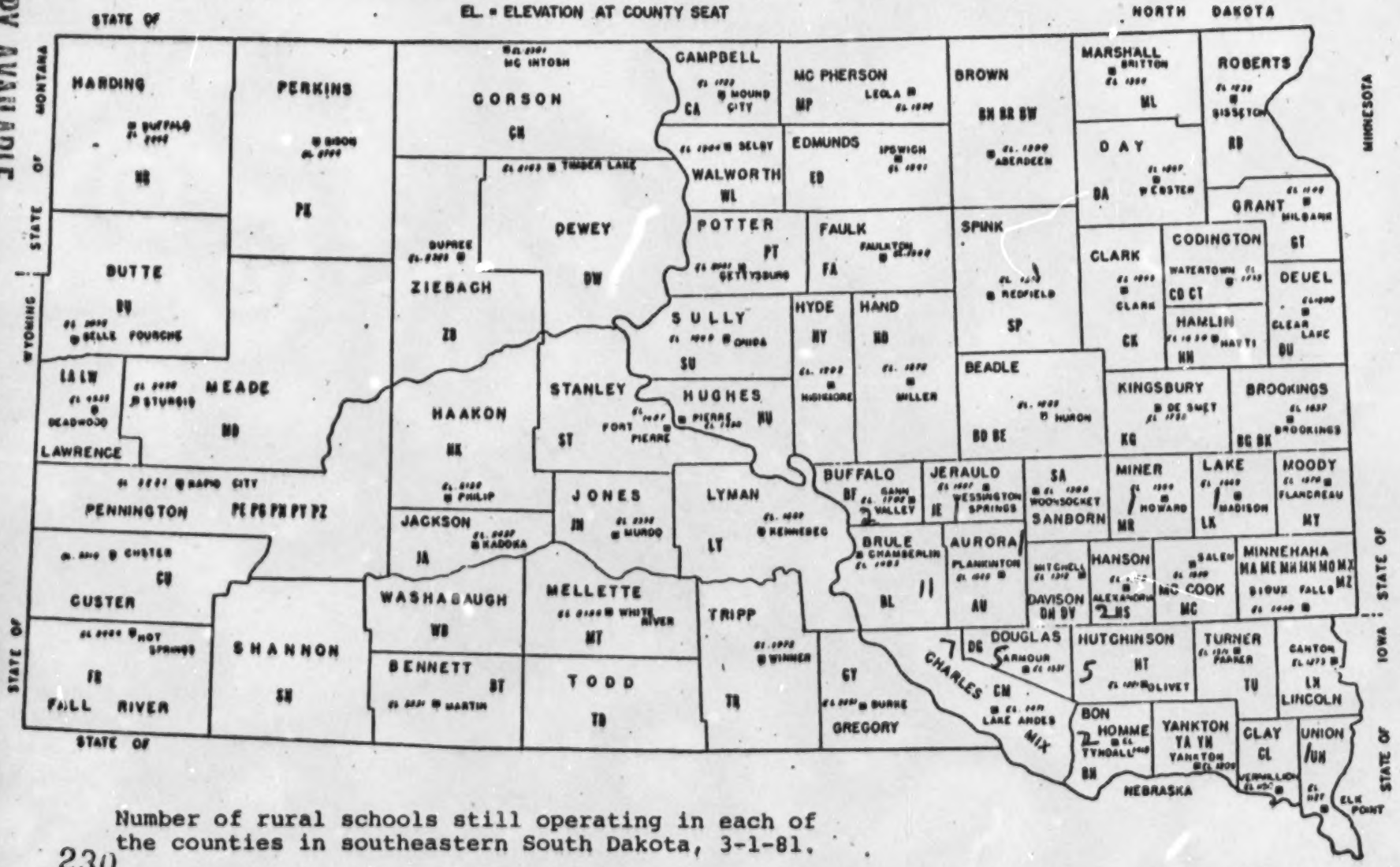
TOTAL 9

BEST COPY AVAILABLE

SOUTH DAKOTA

LETTERS LISTED WITH COUNTY DENOTES AUTOMOBILE LICENSE PREFIX

EL. = ELEVATION AT COUNTY SEAT



Number of rural schools still operating in each of the counties in southeastern South Dakota, 3-1-81.

TOTAL 39

RURAL ATTENDANCE CENTER(S) 1980-81
( ) Number of Teachers

one-fr's	DISTRICT	Two-fr's	ATTENDANCE CENTERS Fall Enrollment
0	1. Agar 58-1	1	Prairie View (2) 13
2	2. Avon 4-1	0	Mennonite (1) 9 Rouse (1) 5
0	3. Bennett Co. 3-1	3	American Horse (2) 52 Tuthill (2) 46 Vetal (2) 33 Central (3) 35
1	4. Beresford 61-2	0	Brule (1) 13
2	5. Bison 52-1	1	Dillion (1) 13 Strool (2) 24 Union (1) 10
1	6. BonHomme 4-2	0	Hutterische (1) 21
1	7. Burke 26-2	0	Lucas K-6 (1) 13
8	8. Chamberlain 7-1	0	American (1) 11 Cooper (1) 11 Lindley (1) 10 Ola (1) 19 Prairie Center (1) 9 Pukwana (1) 16 Roosevelt (1) 9 Red Lake (1) 7
0	9. Clear Lake 19-2	1	Goodwin (2) 20
1	10. Colome 59-1	0	Wewela (1) 5
1	11. Corsica 21-2	0	Beukelman (1) 6
1	12. Custer 16-1	1	Fairburn (2) 15 Spring Creek (1) 9 Pringle (3) 41 Hermosa (7) 101
2	13. Delmont 21-3	0	Chateau Creek (1) 9 Greenwood (1) 14
0	14. Eagle Butte 20-1	2	Lantry (2) 16 Ridgeview (2) 15
2	15. Faith 46-2	1	Cottonwood (1) 6 Maurine (2) 22 Plainview (1) 19
1	16. Faulkton 24-2	0	Seneca (1) 6
1	17. Freeman 33-1	1	Tschetter (2) 26 Wolf Creek (1) 17
1	18. Gregory 26-4	1	Dallas (2) 12 Iona (1) 13
9	19. Haakon 27-1	4	Alfafa Valley (1) 10 Cheyenne (1) 10 Deep Creek (1) 9 Hart (1) 8 Old Trail (1) 5 Enterprise (1) 5 King (1) 7 Lincoln (1) 5 Robbs Flatt (1) 10 Elbon (2) 12 Milesville (2) 13 Ottumwa (2) 12 Plum Creek (2) 14
1	20. Hanson 30-1	0	Hanson Elem. (14.8) Farmer (1) 8
7	21. Harding Co. 31-1	2	Cox (1) 11 Govert (1) 3 Ladner (1) 6 Lincoln (1) 6 Ralph (1) 7 Norbeck (1) 7 Painter(1) 7 Lanesboro (2) 0 Reva (2) 17 Camp Crook (3) 24
2	22. Harrold 32-1	0	Hidden Valley (1.2) 14 Riverdale (1.8) 26
1	23. Hill City 51-2	0	Keystone (1) 17
1	24. Hot Springs 23-2	2	Maitland (1) 5 Buffalo Gap K-5 (2) 25 Oral K-5 (2) 26

BEST COPY AVAILABLE

One Tch 3 / Two-Tch 2

25. Hoven 53-2 — Fayette (1) 8 — Lovell (1) 5 — Sanner (1) 8 — East Lincln (2) 45 — Avon Springs (2) 49 — Lebanon (4) 29 — Tolstoy (3.5) 41

1 26. Howard 48-3 0 — Coverleaf Colony (1) 16

1 27. Huron 2-2 1 — Huron Colony (1) 11 — Riverside Colony (2) 23

6 28. Hyde 34-1 0 — Convent (1) 8 — Franklin (1) 13 — Illinois (1) 9 — Pratt (1) 14 — Stephan (1) 7 — Washington (1) 9

1 29 Ipswich 22-3 0 — Rosette (1) 33

0 30. Iroquois 2-3 1 — Pearl Creek Colony (2) 33

0 31. Kadoka 35-1 1 — Wanblee (2) 26 — Interior (6) 71 — Long Valley (3) 33

4 32. Kimball 7-2 1 — Marech (1) 10 — Lyons (1) 11 — Smith (1) 6 — Pershing (1) 8 — Richland (2

1 33. Lake Central 39-20 — Colony (1) 21

1 34. Lead-Deadwood 40-10 — Nemo (1) 6 — Washington Elementary (Sp. Ed.) (1) 3

2 35. Lemmon 52-2 1 — Athboy (1) 10 — Center (1) 8 — Progress (2) 26

0 36. Leola 44-2 2 — Long Lake Colony (2) 46 — Spring Creek Colony (2) 22

0 37. Lyman 42-1 1 — Reliance (2) 21

2 38. McIntosh 15-1 0 — Morristown (1.1) 13 — Wautauga (1.1) 15

1 39. McLaughlin 15-2 0 — Chapel (1) 3

6 40. Meade 46-1 7 — Elk Vale (1) 5 — Atall (1) 5 — Fairpont (1) 5 — Hope (1) 4 — Squaw Butte (1) 3 — Wetz (1) 8 — Elm Springs (2) 42 — Hereford (2) 17 — Opel (2) 11 — Red Top (2) 33 — Stoneville (2) 43 — Union Center (2) 16 — United (2) 14 — Badger Clark (4) 105 — Enning (3.5) 31 — Francis Case (4) 11 — Whitewood K-6 (7.6) 116

2 41. Menno 33-2 0 — Jamesville Colony (1.4) 32 — Maxwell (1.6) 37

5 42. Miller 29-1 1 — Bates (1) 12 — Cedar (1) 3 — Como (1) 7 — Millerdale (1) 12 — Mondamin (1) 42 — ReeHeights K-5 (2) 32 — St.Lawrence K-5 (5) 57

0 43. Mitchell 17-2 2 — Rockport (2) 37 — Rosedale (2) 29

2 44. Newell 9-2 1 — Moreau (1) 45 — Twilight (1) 9 — Vale 1-8 (2) 19 — Nisland 1-8 (8.0) 75

2 45. New Underwood 51-3 0 — Farmingdale (1) 6 — Harmony (1) 8

2 46. Northwest 52-3 0 — Duck Creek (1) 4 — Ellingson (1) 14 — Fredlund (1) 7 — Sidney (1) 7 — Lodgepole (1) 2 — Swanson (1) 12

47. Oelrichs 23-3 0 — Smithwick (1) 5 — Thomsen (1) 6

1 48. Parkston 33-3 1 — Washington (1) 13 — New Elm Spring (2) 27 — Dimock K-6 (8) 141

BEST COPY AVAILABLE

One-Tr's		Two-Tr's	
3	49. Pierre 32-2	0	Mentor (1) 22 Peoria (1) 8 Raber (1) 12
6	50. Platte 11-3	0	Carroll (1) 11 Castalia (1) 16 Cedar Grove (1) 12 Laroche (1) 17 Laroche Colony E. (3) 51 Torrey Lake (1) 13 VanZee (1) 7
0	51. Polo 29-2	1	Polo Elem K-7-8Dual (2.9) (K+7-8) 26
1	52. Pollock 10.2	0	Mound City K-8 (1) 6
1	53. Rosholt 54-2	0	White Rock Colony (1) 24
0	54. Scotland 4-3	1	Kaylor 1-6 (2.0) 35 Lesterville K-6 (3.5) 49
3	55. Stanley Co. 57-12		Orton (1) 14 Wendt (1) 3 Cheyenne (2) 23 Hayes (2) 17 Liberty (1
0	56. Todd Co. 66-1	2	Happy Valley (2) 17 Klein (2) 18 HeDog (12) 121 Lakeview (3) 43 Littleburg (3) 32 O'Kre[illegible](4) 41 Spring Creek (5) 43
1	57. Tulare 56-5	1	Glendale (1) 25 Spink (2) 27
5	58. Wall 51-5	1	Big Foot (1) 3 Deep Creek (1) 2 North Creighton (1) 11 Scenic (1) 0 White (1) 2 Wasta (2) 16
0	59. Wessington Springs 36-2	1	Spring Valley (2.5) 27 Gann Valley (3.5) 35
13	60. Winner 59-2	4	Beaver Creek (1) 13 Bijou (1) 11 Carter (2) 20 Eden (1) 11 King (1) 9 Greenwood (1) Weaver (1) 4 Sully (1) 8 Rielly (1) 5 New Brunson (1) 0 Plainview (1) 0 N.W. Crystal Rose (1) 2 Hamill (2) 15 Millboro (2) 17 Star Prairie (2) 24 Sunnyside (1) 6 Star Valley (1) 14 Ideal (5) 45
0	61. Wood 47-2	1	Witten (2) 21
0	62. Yankton 63-3	1	Utica (2.2) 34 Mission Hill (3.2) 37
4	63. White River 47-1	0	Big White (1) 13 Prairie View (1) 14 Ringthunder (1) 4 Running Bird

37 Number of one-teacher schools 132 1343

Number of two-teacher schools 57 1295

55 2638

189

BEST COPY AVAILABLE